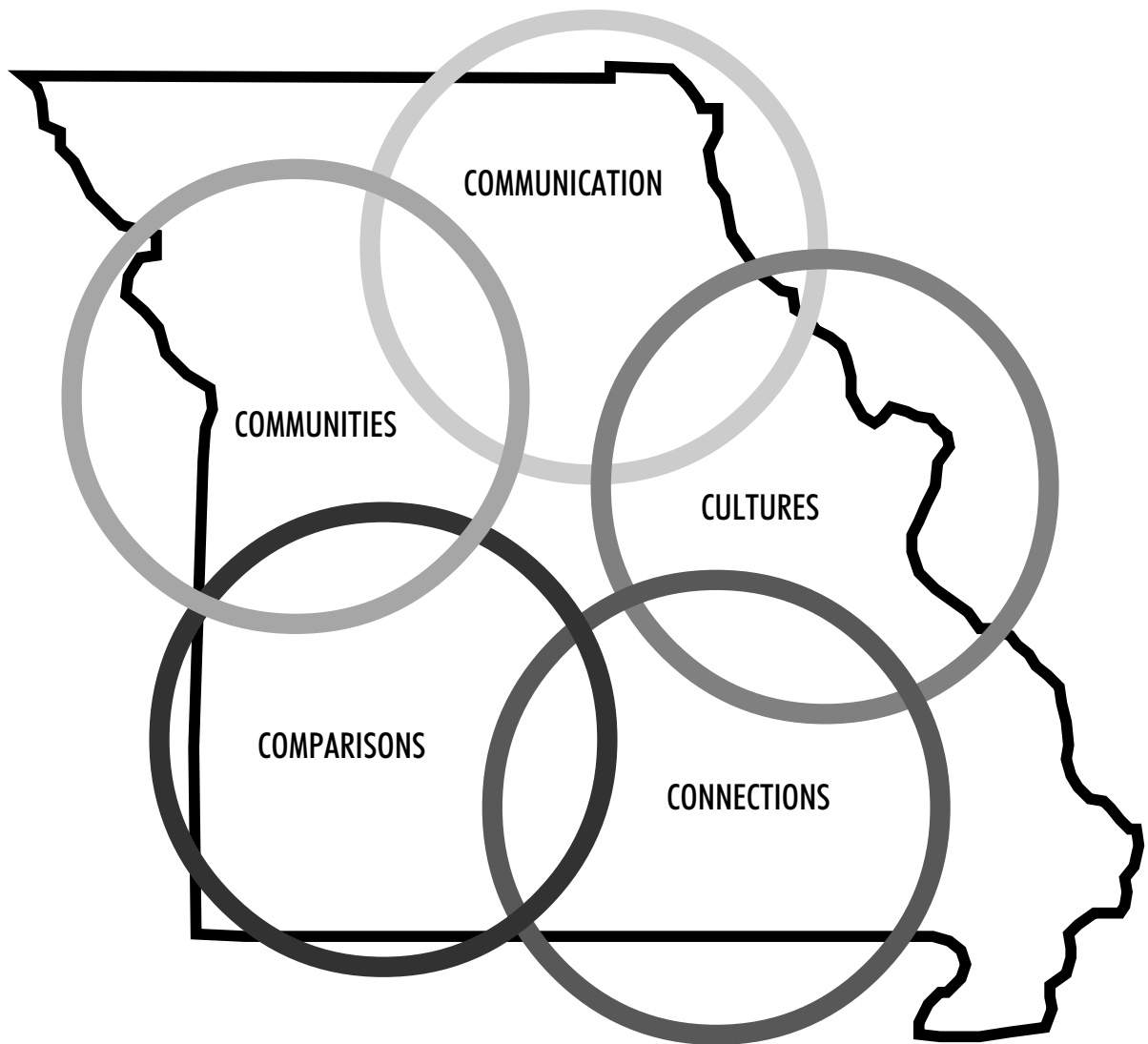


Foreign Language Framework for Curriculum Development

in Alignment with
Missouri's Frameworks



Foreign Language

May 2001

Foreword

This document is the compilation of work completed from October 1997 through spring of 2001. Funding for this project was obtained from the Foreign Language Association of Missouri, The Central States Conference on the Teaching of Foreign Languages Grants and grant monies from The State Department of Elementary and Secondary Education. Teachers from throughout the state have had input into the contents of this document and approximately 75 teachers worked directly on the project over the past three years.

This Foreign Language Framework is a guide for districts to develop curriculum. It is not a state curriculum guide but a “common yardstick” for curriculum development. The work in the frameworks document is aligned with the National Standards for Foreign Language Learning in the 21st Century and the ACTFL Performance Guidelines for K-12 Learners. These standards have been integrated into each area of the Missouri Show-Me Standards.

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Missouri Foreign Language Framework

Definitions*

ACTFL American Council on the Teaching of Foreign Languages

ACTFL Performance

Guidelines for K-12 Learners performance standards focusing on second language use by students who participate in elementary, middle and high school foreign language programs; published in 1998

articulated planned progressive transition from one level to the next higher level

assessment an on-going evaluation by a teacher to determine how a learner is progressing, often for the purpose of making decisions about what instruction is needed by the learner

Assessment Score

Conversion Chart chart developed by Fairfax County Schools, Virginia, (1997) to convert raw rubric scores to percentage scores

authentic documents/materials/

sources those which originate in the same language and culture as that being studied, taught

brain-compatible teaching use of current brain research to adapt teaching focus to students' learning styles and intelligences

circumlocution using alternate (roundabout) words and phrases to convey meaning or express an idea

classical languages the forms of Latin and Greek used in ancient Greek and Latin literature

closed constructed response MAP assessment terminology in which the student is required to write a single, correct answer

cognates words in different languages derived from the same root

collaborative learning students engage in communicative activities with the teacher and each other in a cooperative atmosphere

contextualized material material presented in a situational context; visually-organized cues

cooperative learning a small group process in which students work together to achieve group goals and further their own learning

critical thinking thinking which is characterized by careful and exact evaluation and judgment

cultural perspectives societal viewpoints; i.e., those ideas, attitudes, beliefs, opinions, shared by a given society

descriptors words of description; verbal cues

DESE Department of Elementary and Secondary Education in Missouri headquartered in Jefferson City, MO

developmentally appropriate consistent with the learner's stage of cognitive development

FLAM Foreign Language Association of Missouri

foreign language learning the perception, acquisition, organization, and storage of linguistic forms and cultural meanings of a language other than the learner's native language

frameworks a document which defines, supports, and sets parameters for the key ideas, concepts, and practices or curriculum and instructional design, development, and implementation

global an all-inclusive world concept; worldwide; implies that language and cultural study are essential for effective world citizenship

goals the purposes, aims, or ends to which an endeavor is directed

idiom a speech form that is peculiar to itself within the usage of a given language

interdisciplinary connecting selected linguistic and cultural facets of a foreign language to related aspects of other disciplines or subject areas in the curriculum

internalization the organization of information in long-term memory so that it is accessible as background material to be used (reorganized) as needed

language acquisition a subconscious process similar, if not identical, to the way children develop ability in their native language (Omaggio, p. 29)

learning scenario activities designed for the student to demonstrate progress levels in regard to specified objectives

learning styles preferred modes of learning; e.g., visual, auditory; various systems of classification exist

lexicon vocabulary

Missouri Assessment Program

(MAP) Missouri's mandatory assessment system for all public school children in core areas as well as health/physical education and fine arts

modalities modes of communication (interpersonal, interpretive, presentational) encompassing listening, speaking, reading, writing

multilingual able to communicate in more than one language

open-ended constructed response .. MAP assessment terminology for a question that requires students to write an answer that allows a variety of responses and/or may support more than one solution process

performance task/event activity or situation designed to showcase the students' skills in meeting the standards-driven progress indicators. MAP assessment uses the same terminology for highest level questions

perspectives of the target culture ... interpretations of a culture as generally articulated by native speakers of that society or as inferred in its documents

proficiency communicative ability in all forms of language and cultural interaction

proficiency guidelines a hierarchy of overall (general) characterizations of integrated performance in speaking, listening, reading, and writing adopted and published by ACTFL in 1982, and which provides a generic description of each level contained therein; generally intended for adult learners of the language

progress indicators detailed statements which describe what students should be able to do to achieve a specific goal or standard

reflection journal personal writing about an event or situation; the student remembers, thinks about, and records opinions, feelings, impressions as recalled

role-play to imagine oneself as a specified person in a given situation and act (speak) the part as though one were that person

rubric a scoring guide/tool used to measure specific elements in a performance against a fixed scale

selected response MAP testing terminology in which a question has only one correct answer standard expected level of accomplishment; norm

storyboard a visual display or manipulative used to illustrate or tell a story

syntax the branch of grammar dealing with forming phrases, clauses, sentences

synthesize to combine so as to create a new product, idea, utterance, outcome

target cultures societies represented by native speakers of the target languages studied

target language the foreign language elected by the learner

TPR Total Physical Response; a method used by James J. Asher based upon an initial period of listening and utilization of commands which students follow to show comprehension

Venn diagram two intersecting circles used to illustrate separate but related concepts; the inner part formed by the intersection represents similarities; the outer parts represent differences

word webbing a composite graphic device in which a central concept (word or phrase) appears in a circle centered on the page; around that, spokes of additional circles are identified and added, delineating various features of the main idea or concept

* Credit in large part to Nebraska K-12 Foreign Language Frameworks

National Goals Overview

Goal 1 – Communication – Communicate in languages other than English

Rationale – As society becomes more global students need to demonstrate levels of proficiency that enable them to read authentic materials and to understand, speak, write and respond in languages other than English.

Goal 2 – Cultures – Gain knowledge and understanding of other cultures

Rationale – As global citizens, students need to understand cultural perspectives that generate patterns of behavior, define ways of life and shape world views.

Goal 3 – Connections – Connect with other disciplines and acquire information.

Rationale – As students connect their language study with other disciplines they develop the ability to access information available only through the target language.

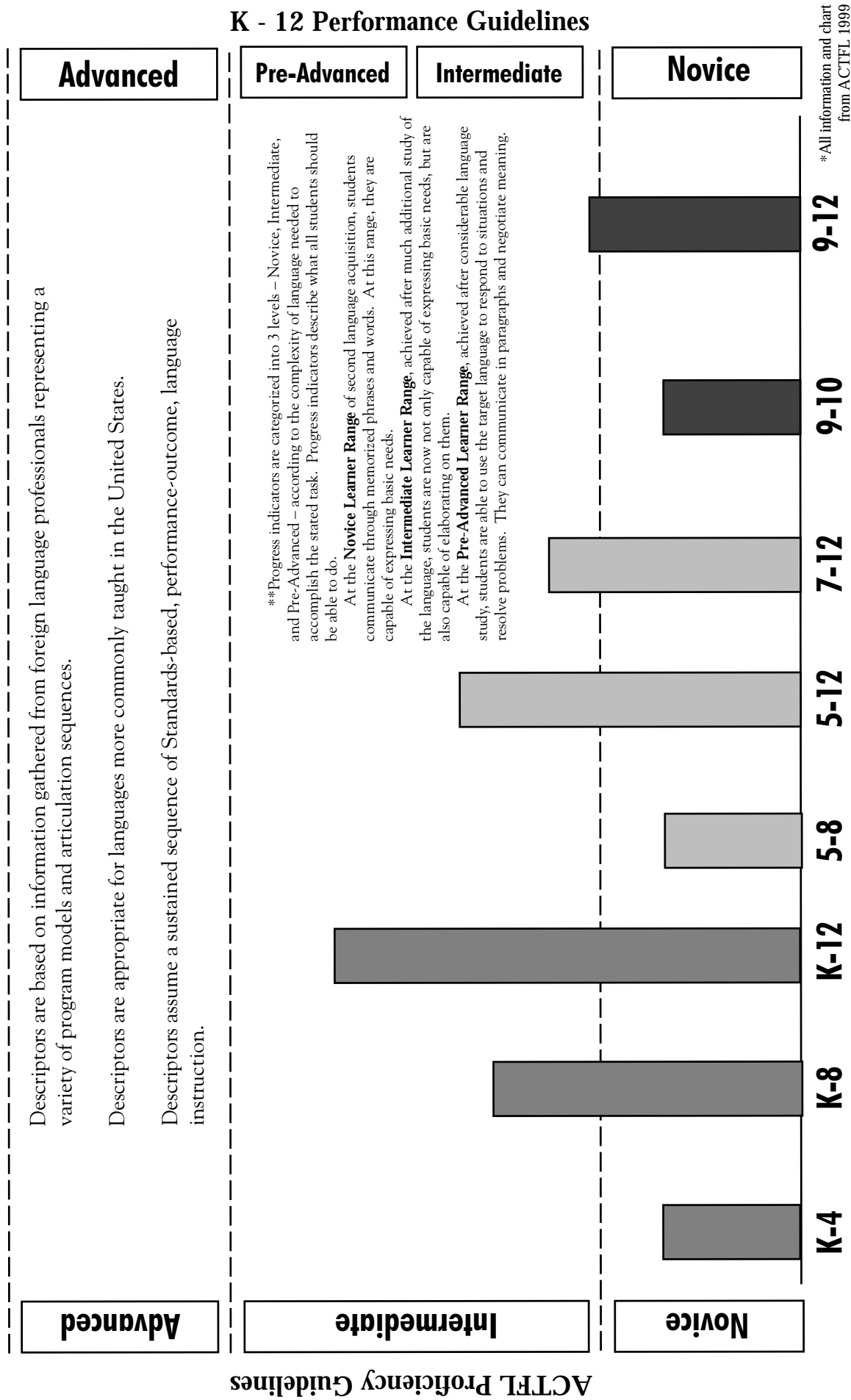
Goal 4 – Comparisons – Develop insight into the nature of language and culture

Rationale – Students develop new insights about their own language and culture based on comparisons with another's language and culture.

Goal 5 – Communities – Participate in multilingual communities at home and around the world.

Rationale – As lifelong learners, students develop skills that enhance their career options, benefit their communities and enrich their own lives.

The following chart depicts a
Visual Representation of Anticipated Performance Outcomes
as described in the
ACTFL Performance Guidelines for K-12 Learners*



Progress Indicators

Progress indicators are categorized into three levels – Novice, Intermediate, and Pre-Advanced – according to the complexity of language needed to accomplish the stated task. Progress indicators describe what all students should be able to do.

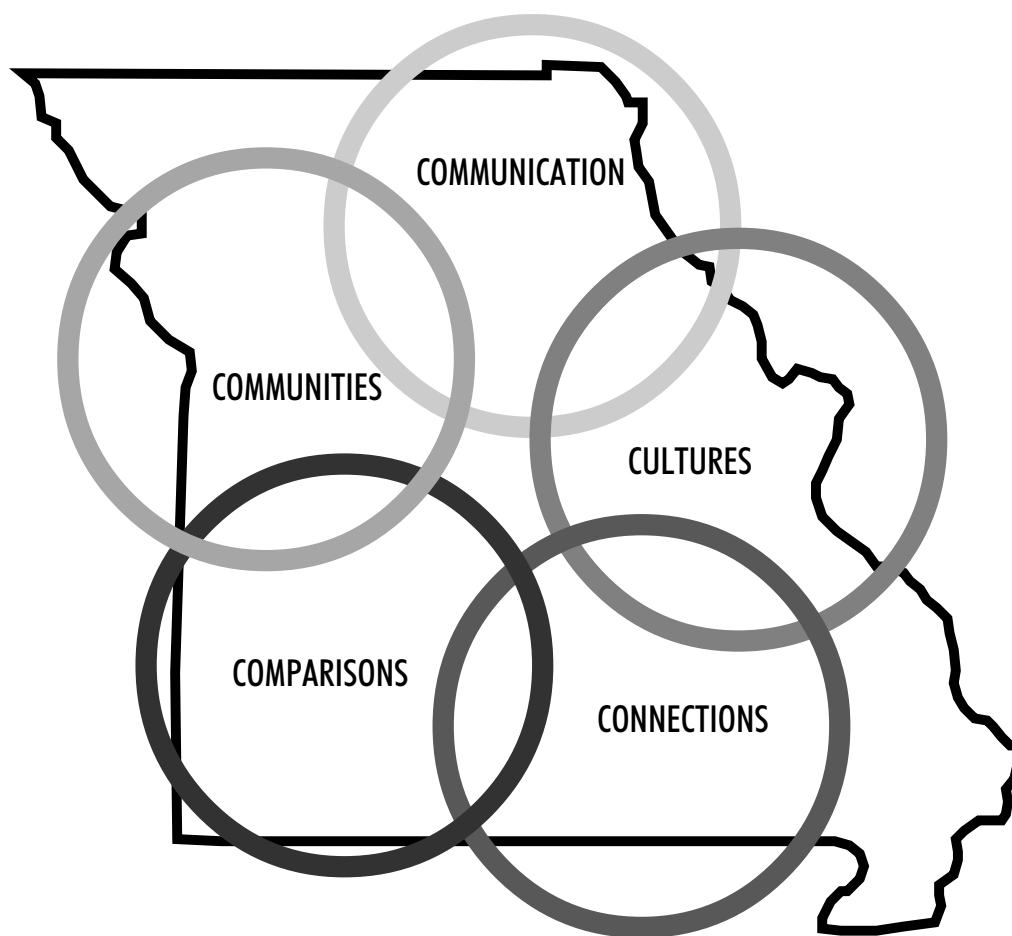
At the Novice Learner Range of second language acquisition, students communicate through memorized phrases and words. At this range, they are capable of expressing basic needs.

At the Intermediate Learner Range, achieved after much additional study of the language, students are now not only capable of expressing basic needs, but are also capable of elaborating on them.

At the Pre-Advanced Learner Range, achieved after considerable language study, students are able to use the target language to respond to situations and resolve problems. They can communicate in paragraphs and negotiate meaning.

Foreign Language Framework for Curriculum Development

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Foreign Language **Novice Learner Range**

Grade K-4 or Grade 5-8 or Grade 9-10

Revision Date: May 2001

Foreign Language – Novice Learner Range	I. Communication – Communicate in Languages Other Than English		
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation	
<p>By the completion of Novice Learner Range, all students should know:</p> <p><u>1.1</u> How to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Goal 2; CA6, SS6, HP7)</p> <p><u>1.2</u> How to understand and interpret written and spoken language on a variety of topics. (Goal 1; CA5, MA3, SC8)</p> <p><u>1.3</u> How to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Goal 3; CA6, SS6, FA3)</p>	<p>By the completion of Novice Learner Range, all students should be able to:</p> <p><u>1.1a</u> Carry on a short conversation about personal interests.</p> <p><u>1.1b</u> Ask and answer questions, including biographical information.</p> <p><u>1.1c</u> State personal preferences and feelings.</p> <p><u>1.1d</u> Express personal needs and social amenities</p> <p><u>1.1e</u> Ask for repetition and repeat to ensure understanding</p> <p><u>1.2a</u> Understand age-appropriate written materials on familiar topics.</p> <p><u>1.2b</u> Use previous classroom experience with the language to understand its spoken and written forms.</p> <p><u>1.2c</u> Understand spoken and written language that has strong visual support.</p> <p><u>1.2d</u> Comprehend the main idea of selected authentic materials, such as newspapers, magazines.</p> <p><u>1.3a</u> Dramatize songs, short poems, or dialogues, videos, and radio broadcasts.</p> <p><u>1.3b</u> Write and present a short narrative about their personal lives.</p> <p><u>1.3c</u> Give simple commands to a classmate.</p> <p><u>1.3d</u> Tell a simple story</p> <p><u>1.3e</u> Write brief messages to friends (postcard, letter, or e-mail).</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>1.1</u></p> <ul style="list-style-type: none"> • Video/Audio tapes • Speech/debate • Small group discussions • Individual conference • Rubrics • Portfolio • Performance tasks <p><u>1.2</u></p> <ul style="list-style-type: none"> • Authentic materials (listening/reading) • Rubric • Portfolio • Check List • Teacher made tests • Vocabulary tests • End of unit/year tests <p><u>1.3</u></p> <ul style="list-style-type: none"> • Performance tasks • Portfolio • Student Presentations • Rubric Learning logs • Speech/debate • Small group discussions • Written reports 	

Foreign Language – Novice Learner Range	II. Cultures – Gain Knowledge and Understanding of Other Cultures	
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation
<p>By the completion of Novice Learner Range, all students should know:</p> <p><u>2.1</u> How to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (Goals 1/4; CA7, SS5,6, FA2, HP2,3)</p>	<p>By the completion of Novice Learner Range, all students should be able to:</p> <p><u>2.1a</u> Observe and imitate appropriate patterns of behavior such as greetings or gestures used with friends and family in the cultures studied.</p> <p><u>2.1b</u> Participate in and learn about age-appropriate cultural activities such as games, songs, and holiday celebrations.</p> <p><u>2.1c</u> Identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family.</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>2.1</u></p> <ul style="list-style-type: none"> • Teacher made tests • End of unit/year tests • Culture capsules • Learning logs • Small group discussions • Rubric • Portfolio • Standardized tests • Situation/culture based assessments
<p><u>2.2</u> How to demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (Goal 3; SC8, SS4)</p>	<p><u>2.2a</u> Identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures.</p> <p><u>2.2b</u> Identify some major contributions and historical figures from the cultures studied that are significant in their own culture.</p> <p><u>2.2c</u> Identify some historical and contemporary influences from other cultures that are significant in their own culture.</p>	<p><u>2.2</u></p> <ul style="list-style-type: none"> • Checklist • Teacher made tests • Small group discussions • Individual conferences • Portfolio • Written report • End of year tests

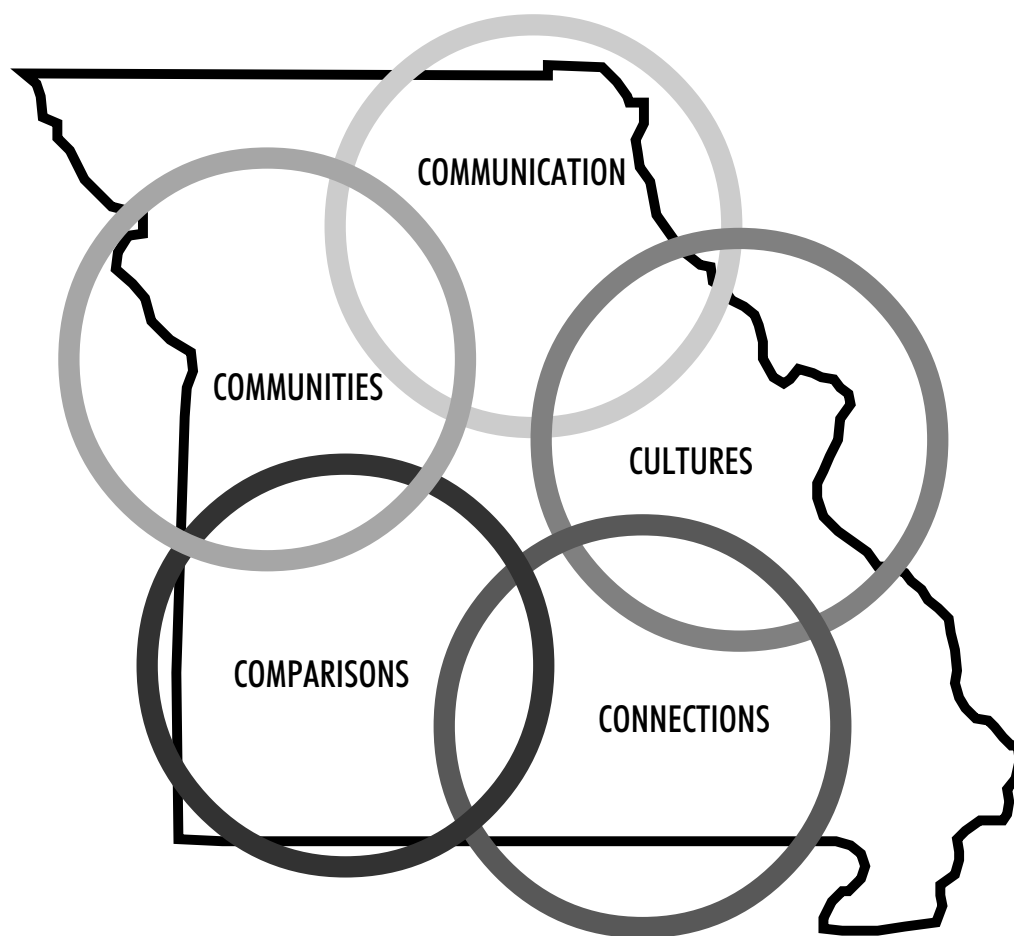
Foreign Language – Novice Learner Range	III. Connections – Connect with Other Disciplines and Acquire Information		
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation	
<p>By the completion of Novice Learner Range, all students should know:</p> <p><u>3.1</u> How to reinforce and further their knowledge of other disciplines through the foreign language. (Goals 1,2,3,4; All subject area goals)</p> <p><u>3.2</u> How to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. (Goals 1,2,3,4; CA1, SS3, 7, FA5)</p>	<p>By the completion of Novice Learner Range, all students should be able to:</p> <p><u>3.1a</u> Discuss basic concepts learned in other subject areas, such as weather, math facts, geographical concepts, etc.</p> <p><u>3.2a</u> Read, watch, listen to, ask and answer questions about age and developmentally appropriate materials intended for native speakers of target language.</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>3.1</u></p> <ul style="list-style-type: none"> • Student self assessments • Rubric • Oral/written reports • Combined assessment packet • Checklist • Portfolio • Performance tasks <p><u>3.2</u></p> <ul style="list-style-type: none"> • Authentic materials assessments 	

Foreign Language – Novice Learner Range	IV. Comparisons – Develop Insight into the Nature of Language and Culture	
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation
<p>By the completion of Novice Learner Range, all students should know:</p> <p><u>4.1</u> How to demonstrate understanding of the nature of language through comparisons of the language studied and their own. (Goals 2, 3, 4; CA1, 2, 3, 4, SC7, FA2, 4)</p>	<p>By the completion of Novice Learner Range, all students should be able to:</p> <p><u>4.1a</u> Cite examples of cognates that enhance comprehension of spoken and written language. <u>4.1b</u> Demonstrate an awareness of the various ways of expressing ideas. <u>4.1c</u> Report similarities and differences between the sound and writing system of target and native language.</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>4.1</u></p> <ul style="list-style-type: none"> • Teacher made tests • Standardized tests • Prochievement tests • Achievement tests • Portfolio • Students self assessments • Compare/contrast assessments
<p><u>4.2</u> How to demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (Goals 2, 4; CA7, SS3, 6, FA4, HP4, 6)</p>	<p><u>4.2a</u> Compare and contrast tangible products (e.g. toys, clothes, housing, food) of the target and native cultures. <u>4.2b</u> Compare simple patterns of behavior or interaction in various social (school, family, community) and cultural settings (dining, bathing, toilet etiquette, etc.). <u>4.2c</u> Demonstrate an awareness that gestures are an important part of communication and that gestures differ among languages/cultures.</p>	<p><u>4.2</u></p> <ul style="list-style-type: none"> • Rubric • Portfolio • Authentic materials assessments • Small group discussions • Student self assessments • Combined assessment packet

Foreign Language – Novice Learner Range	V. Communities – Participate in Multilingual Communities		
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation	
<p>By the completion of Novice Learner Range, all students should know:</p> <p><u>5.1</u> How to use the language both within and beyond the school setting. (Goals 2, 3, 4; CA6, MA2, HP7)</p> <p><u>5.2</u> How to show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. (Goals 1, 2, 3, 4; CA2, 3, 4, MA1, SC3, SS2, HP3, 5, 6)</p>	<p>By the completion of the Novice Learner Range, all students should be able to:</p> <p><u>5.1a</u> Communicate on a personal level with speakers of the language via letters, e-mail, audio, and/or video tapes.</p> <p><u>5.1b</u> Identify professions that require proficiency in another language.</p> <p><u>5.1c</u> Present information about target language and culture to others.</p> <p><u>5.2a</u> Read materials and/or use media from the target language for enjoyment.</p> <p><u>5.2b</u> Play sports or games from the culture.</p> <p><u>5.2c</u> Exchange information about topics of personal interest.</p> <p><u>5.2d</u> Plan real or imaginary travel.</p> <p><u>5.2e</u> Attend or view via media cultural events and social activities.</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>5.1</u></p> <ul style="list-style-type: none"> Portfolio Rubric Learning log <p><u>5.2</u></p> <ul style="list-style-type: none"> Student self-assessment Portfolio Checklist 	

Foreign Language Framework for Curriculum Development

in Alignment with
Missouri's Frameworks



Foreign Language
Intermediate Learner Range

Grade K-8 or Grade 7-12

Revision Date: May 2001

Foreign Language – Intermediate Learner Range	I. Communication – Communicate in Languages Other Than English		
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation	
<p>By completion of Intermediate Learner Range, all students should know:</p> <p><u>1.1</u> How to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Goal 2; CA6, SS6, HP7)</p> <p><u>1.2</u> How to understand and interpret written and spoken language on a variety of topics. (Goal 1; CA5, MA3, SC8)</p> <p><u>1.3</u> How to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Goal 3; CA6, SS6, FA3)</p>	<p>By completion of Intermediate Learner Range, all students should be able to:</p> <p><u>1.1a</u> Sustain a conversation including descriptions on selected topics about themselves and their state or country. <u>1.1b</u> Ask and answer a variety of questions, giving reasons for their answers. <u>1.1c</u> State personal preferences and feelings with some explanation. <u>1.1d</u> Give possible solutions to a problem related to a personal need. <u>1.1e</u> Ask for simplification and suggest alternative words to ensure understanding.</p> <p><u>1.2a</u> Understand selected written materials on topics of personal interest. <u>1.2b</u> Begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order. <u>1.2c</u> Understand spoken and written language that incorporates familiar vocabulary and structures. <u>1.2d</u> Comprehend the main idea and some supporting ideas of selected authentic materials.</p> <p><u>1.3a</u> Present student-created and/or authentic short plays and skits. <u>1.3b</u> Write and deliver a short presentation about their school or community. <u>1.3c</u> Give simple directions to a classmate in order to complete a task. <u>1.3d</u> Tell a story incorporating some description and detail. <u>1.3e</u> Write short compositions and letters.</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>1.1</u></p> <ul style="list-style-type: none"> • Video/Audio tapes • Speech/debate • Small group discussions • Individual conference • Rubrics • Portfolio • Performance tasks <p><u>1.2</u></p> <ul style="list-style-type: none"> • Authentic materials (listening/reading) • Rubric • Portfolio • Checklist • Teacher made tests • Vocabulary tests • End of unit/year tests <p><u>1.3</u></p> <ul style="list-style-type: none"> • Performance tasks • Portfolio • Student presentations • Rubric • Learning logs • Speech/debate • Small group discussions • Written reports 	

Foreign Language – Intermediate Learner Range	II. Cultures – Gain Knowledge and Understanding of Other Cultures	
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation
<p>By completion of Intermediate Learner Range, all students should know:</p> <p><u>2.1</u> How to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (Goals 1, 4; CA7, SS5, 6, FA2, HP2, 3)</p>	<p>By completion of Intermediate Learner Range, all students should be able to:</p> <p><u>2.1a</u> Interact with culturally appropriate patterns of behavior in everyday situations. <u>2.1b</u> Compare and contrast activities from other cultures to their own. <u>2.1c</u> Identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes.</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>2.1</u></p> <ul style="list-style-type: none"> • Teacher made tests • End of unit/year tests • Culture capsules • Learning logs • Small group discussions • Rubric • Portfolio • Standardized tests • Situation/culture based assessments
<p><u>2.2</u> How to demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (Goal 3; SC8, SS4)</p>	<p><u>2.2a</u> Compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture. <u>2.2b</u> Identify major contributions and historical figures from the cultures studied that are significant in the world today. <u>2.2c</u> Identify some historical and contemporary influences from other cultures that impact today's society, such as the democratic form of government and environmental concerns.</p>	<p><u>2.2</u></p> <ul style="list-style-type: none"> • Checklist • Teacher made tests • Small group discussions • Individual conferences • Portfolio • Written report • End of year tests

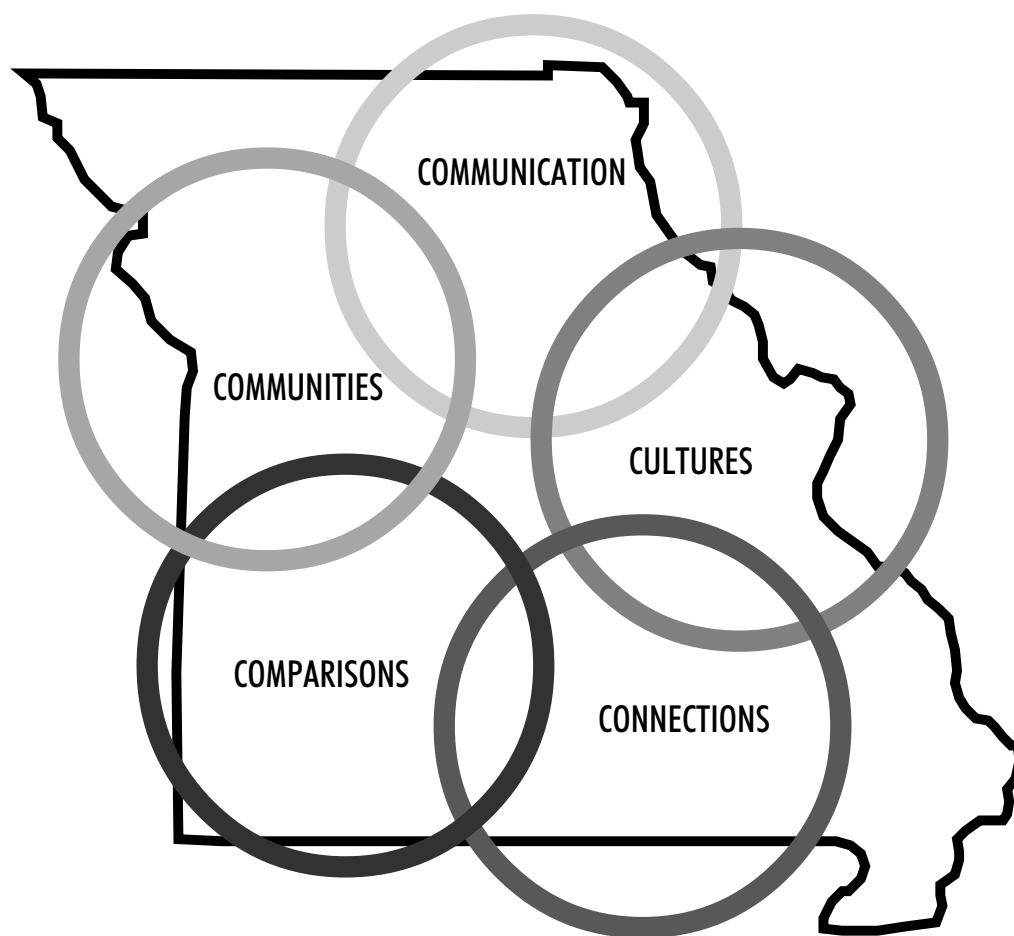
Foreign Language – Intermediate Learner Range	III. Connections – Connect with Other Disciplines and Acquire Information
What all Students Should Know	What all Students Should be Able to Do
<p>By completion of Intermediate Learner Range, all students should know:</p> <p><u>3.1</u> How to reinforce and further their knowledge of other disciplines through the foreign language. (Goals 1, 2, 3, 4; all subject area goals)</p> <p><u>3.2</u> How to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. (Goals 1, 2, 3, 4; CA1, SS3, 7, FAS)</p>	<p>Assessment/Evaluation</p> <p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>3.1</u></p> <ul style="list-style-type: none"> • Student self assessments • Rubric • Oral/written reports • Combined assessment packet • Checklist • Portfolio • Performance tasks <p><u>3.2</u></p> <ul style="list-style-type: none"> • Authentic materials assessments

Foreign Language – Intermediate Learner Range	IV. Comparisons – Develop Insight into the Nature of Language and Culture	
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation
<p>By completion of Intermediate Learner Range, all students should know:</p> <p><u>4.1</u> How to demonstrate understanding of the nature of language through comparisons of the language studied and their own. (Goals 2, 3, 4; CA1, 2, 3, 4, SC7, FA2, 4)</p> <p><u>4.2</u> How to demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (Goals 2, 4; CA7, SS3, 6, FA4, HP4, 6)</p>	<p>By completion of Intermediate Learner Range, all students should be able to:</p> <p><u>4.1a</u> Use cognates to enhance spoken and written language.</p> <p><u>4.1b</u> Recognize the role of dialect, slang, and age/status/gender-differentiated speech.</p> <p><u>4.1c</u> Demonstrate awareness that languages have critical sound distinctions that must be mastered in order to communicate meaning.</p> <p><u>4.2a</u> Hypothesize about the relationship between cultural perspectives and practices (e.g., holidays, celebrations, work habits) by analyzing selected practices from the target and native culture.</p> <p><u>4.2b</u> Contrast verbal and non-verbal behavior in activities among friends, classmates, family members, and teachers in the target and native culture.</p> <p><u>4.2c</u> Hypothesize about the relationship between cultural perspectives and expressive products (e.g., visual and performing arts, both traditional and contemporary) by analyzing selected products from the target culture and their own.</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>4.1</u></p> <ul style="list-style-type: none"> Teacher made tests Standardized tests Prochievement tests Achievement test Portfolio Students self assessments Compare/contrast assessments <p><u>4.2</u></p> <ul style="list-style-type: none"> Rubric Portfolio Authentic materials assessments Small group discussions Students self assessments Combined assessment packet

Foreign Language – Intermediate Learner Range	V. Communities – Participate in Multilingual Communities		
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation	
<p>By completion of Intermediate Learner Range, all students should know:</p> <p><u>5.1</u> How to use the language both within and beyond the school setting. (Goals 2, 3, 4; CA6, MA2, HP7)</p> <p><u>5.2</u> How to show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. (Goals 1, 2, 3, 4; CA2, 3, 4, MA1, SC3, SS2, HP3, 5, 6)</p>	<p>By completion of Intermediate Learner Range, all students should be able to:</p> <p><u>5.1a</u> Communicate orally or in writing with members of the target culture regarding topics of personal interest, community, or world concerns.</p> <p><u>5.1b</u> Interact with members of the local community to learn how they use target language in their professional and personal lives.</p> <p><u>5.1c</u> Participate in activities that benefit the school or community.</p> <p><u>5.2a</u> Read materials and/or use media from the target language for enjoyment or personal growth.</p> <p><u>5.2b</u> Play sports or games from the culture.</p> <p><u>5.2c</u> Consult various sources in the language to obtain information on topics of personal interest.</p> <p><u>5.2d</u> Plan real or imaginary travel.</p> <p><u>5.2e</u> Attend or view via media cultural events and social activities.</p> <p><u>5.2f</u> Use various media from the language and βculture for entertainment.</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>5.1</u></p> <ul style="list-style-type: none"> • Portfolio • Rubric • Learning log <p><u>5.2</u></p> <ul style="list-style-type: none"> • Student self assessments • Portfolio • Checklist 	

Foreign Language Framework for Curriculum Development

in Alignment with
Missouri's Frameworks



Foreign Language
Pre-Advanced Learner Range

Grade K-16

Revision Date: May 2001

Foreign Language – Pre-Advanced Learner Range	I. Communication – Communicate in Languages Other Than English	
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation
<p>By the completion of Pre-Advanced Learner Range, all students should know:</p> <p><u>1.1</u> How to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. (Goal 2; CA6, SS6, HP7)</p> <p><u>1.2</u> How to understand and interpret written and spoken language on a variety of topics. (Goal 1; CA5, MA3, SC8)</p> <p><u>1.3</u> How to present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. (Goal 3; CA6, SS6, FA3)</p>	<p>By the completion of Pre-Advanced Learner Range, all students should be able to:</p> <p><u>1.1a</u> Discuss or debate a wide variety of topics from the local to the international level, hypothesizing, convincing, persuading, and negotiating to reach a conclusion.</p> <p><u>1.1b</u> Ask and answer a variety of questions that require elaboration and substantiation of opinions.</p> <p><u>1.1c</u> Defends personal preferences, feelings, and opinions with substantive arguments.</p> <p><u>1.1d</u> Suggest options and negotiate to solve a problem.</p> <p><u>1.1e</u> Ask for clarification and able to paraphrase to ensure understanding.</p> <p><u>1.2a</u> Understand written materials on a wide variety of topics.</p> <p><u>1.2b</u> Use word forms, word order, contextual clues, and prediction to derive meaning.</p> <p><u>1.2c</u> Use extensive listening and reading strategies to understand a wide variety of topics.</p> <p><u>1.2d</u> Comprehend the main ideas and supporting ideas of authentic materials.</p> <p><u>1.3a</u> Present student-created works and authentic literature.</p> <p><u>1.3b</u> Write and present a speech on a substantive topic.</p> <p><u>1.3c</u> Give a series of detailed instructions to someone.</p> <p><u>1.3d</u> Create a story with substantive description and detail.</p> <p><u>1.3e</u> Write formal compositions and letters for a variety of purposes.</p>	<p>Sample assessments included with unit Planners and Learning Scenarios in Appendix.</p> <p><u>1.1</u></p> <ul style="list-style-type: none"> • Video/Audio tapes • Speech/debate • Small group discussions • Individual conference • Rubrics • Portfolio • Performance tasks <p><u>1.2</u></p> <ul style="list-style-type: none"> • Authentic materials (listening/reading) • Rubric • Portfolio • Checklist • Teacher made tests • Vocabulary tests • End of unit/year tests <p><u>1.3</u></p> <ul style="list-style-type: none"> • Performance tasks • Portfolio • Student presentations • Rubric • Learning logs • Speech/debate • Small group discussions • Written reports

Foreign Language – Pre-Advanced Learner Range	II. Cultures – Gain Knowledge and Understanding of Other Cultures	
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation
<p>By the completion of Pre-Advanced Learner Range, all students should know:</p> <p><u>2.1</u> How to demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. (Goals 2, 4; CA7, SS5, 6, FA2, HP2, 3)</p>	<p>By the completion of Pre-Advanced Learner Range, all students should be able to:</p> <p><u>2.1a</u> Interact in a variety of cultural contexts with sensitivity and respect. <u>2.1b</u> Examine the role and importance of various activities within the cultures studied. <u>2.1c</u> Explain how beliefs, perspectives, and attitudes affect behaviors within the cultures studied.</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>2.1</u></p> <ul style="list-style-type: none"> • Teacher made tests • End of unit/year tests • Culture capsules • Learning logs • Small group discussions • Rubric • Portfolio • Standardized tests • Situation/culture based assessments
<p><u>2.2</u> How to demonstrate an understanding of the relationship between the products and perspectives of the culture studied. (Goal 3; SC8, SS4)</p>	<p><u>2.2a</u> Connect objects and symbols of other cultures to the underlying beliefs and perspectives. <u>2.2b</u> Examine the role and significance of the contributions of other cultures in today's world. <u>2.2c</u> Discuss how historical and contemporary influences from other cultures shape people's views of the world and their own attitudes toward issues facing the world.</p>	<p><u>2.2</u></p> <ul style="list-style-type: none"> • Checklist • Teacher made tests • Small group discussions • Individual conferences • Portfolio • Written report • End of year tests

Foreign Language – Pre-Advanced Learner Range	III. Connections – Connect with Other Disciplines and Acquire Information	
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation
<p>By the completion of Pre-Advanced Learner Range, all students should know:</p> <p><u>3.1</u> How to reinforce and further their knowledge of other disciplines through the foreign language. (Goals 1, 2, 3, 4; all subject area goals)</p> <p><u>3.2</u> How to acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. (Goals 1, 2, 3, 4; CA1, SS3, 7, FA5)</p>	<p>By the completion of Pre-Advanced Learner Range, all students should be able to:</p> <p><u>3.1a</u> Engage in simple discussions on topics from other school subjects such as worldwide health issues or environmental concerns.</p> <p><u>3.1b</u> Acquire information from a variety of sources written in target language about a topic being studied in other school subjects.</p> <p><u>3.1c</u> Combine information from other school subjects with information in target language in order to complete language classroom activities.</p> <p><u>3.1d</u> Exchange information orally and/or in writing, regarding topics that are being studied in other school subjects.</p> <p><u>3.2a</u> Use selected sources, both teacher-adapted and those intended for same-age speakers of target language.</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>3.1</u></p> <ul style="list-style-type: none"> • Student self assessments • Rubric • Oral/written reports • Combined assessment packet • Checklist • Portfolio • Performance tasks <p><u>3.2</u></p> <ul style="list-style-type: none"> • Authentic materials assessments

Foreign Language – Pre-Advanced Learner Range	IV. Comparisons – Develop Insight into the Nature of Language and Culture	
What all Students Should Know	What all Students Should be Able to Do	Assessment/Evaluation
<p>By the completion of Pre-Advanced Learner Range, all students should know:</p> <p><u>4.1</u> How to demonstrate understanding of the nature of language through comparisons of the language studied and their own. (Goals 2, 3, 4; CA1, 2, 3, 4, SC7, FA2, 4)</p> <p><u>4.2</u> How to demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. (Goals 2, 4; CA7, SS3, 6, FA4, HP4, 6)</p>	<p>By the completion of Pre-Advanced Learner Range, all students should be able to:</p> <p><u>4.1a</u> Recognize that cognates undergo changes in meaning and form from native to target language.</p> <p><u>4.1b</u> Analyze elements of the target language, such as time and tense, and comparable linguistic elements in English, and conjecture about how languages use forms to express time and tense relationships.</p> <p><u>4.1c</u> Compare and contrast writing systems if different from native language.</p> <p><u>4.2a</u> Explore the relationship of products and perspectives in target culture and compare and contrast these with their own.</p> <p><u>4.2b</u> Explore the relationship of perspectives and practices in target culture and compare and contrast with their own.</p> <p><u>4.2c</u> Reflect on how they feel using or thinking in target language compared to base language and articulate cultural differences they perceive.</p>	<p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>4.1</u></p> <ul style="list-style-type: none"> • Teacher made tests • Standardized tests • Prochievement tests • Achievement tests • Portfolio • Student self assessments • Compare/contrast assessments <p><u>4.2</u></p> <ul style="list-style-type: none"> • Rubric • Portfolio • Authentic materials assessments • Small group discussions • Student self assessments • Combine assessment packet

Foreign Language – Pre-Advanced Learner Range	V. Communities – Participate in Multilingual Communities
What all Students Should Know	What all Students Should be Able to Do
<p>By the completion of Pre-Advanced Learner Range, all students should know:</p> <p><u>5.1</u> How to use the language both within and beyond the school setting. (Goals 2, 3, 4; CA6, MA2, HP7)</p> <p><u>5.2</u> How to show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. (Goals 1, 2, 3, 4; CA2, 3, 4, MA1, SC3, SS2, HP3, 5, 6)</p>	<p>By the completion of Pre-Advanced Learner Range, all students should be able to:</p> <p><u>5.1a</u> Communicate orally or in writing with members of the target culture regarding topics or personal interest, community, or world concern.</p> <p><u>5.1b</u> Participate in career exploration or school-to-work project in which they might use proficiency in target language and culture.</p> <p><u>5.1c</u> Write and illustrate stories and reports to present to others.</p> <p><u>5.2a</u> Consult various sources in the language to obtain information on topics of personal interest.</p> <p><u>5.2b</u> Engage in activities related to their personal interests, such as cooking, crafts, etc.</p> <p><u>5.2c</u> Establish and/or maintain interpersonal relations with speakers of the language.</p>
	<p>Assessment/Evaluation</p> <p>Sample assessments included with Unit Planners and Learning Scenarios in Appendix.</p> <p><u>5.1</u></p> <ul style="list-style-type: none"> Portfolio Rubric Learning log <p><u>5.2</u></p> <ul style="list-style-type: none"> Student self assessments Portfolio Checklist

Missouri Foreign Language Framework

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Missouri Foreign Language Frameworks

Appendix A

Assessment Score Conversion Chart

Adapted from a chart by Fairfax County Schools, Virginia, (1997), the conversion chart is needed to convert raw rubric scores into percentages for grade-book points.

Converting Raw Scores to Percentage Scores

when the **Highest Possible Failing** score (HPF) is **69**

Formula: $\frac{\text{Student Raw Score} \times (100 - \text{HPF})}{\text{Maximum Raw Score}} + \text{HPR} = \text{X\%}$

To convert a “percentage score” to grade-book points, multiply by:

.5 for 50 points

.4 for 40 points

.3 for 30 points

.2 for 20 points

– or use conversion charts

Student Raw Score:	Maximum Raw Score: 30	Maximum Raw Score: 27	Maximum Raw Score: 25	Maximum Raw Score: 24	Maximum Raw Score: 20	Maximum Raw Score: 16	Maximum Raw Score: 12
30	100.0						
29	99.0						
28	97.9						
27	96.9	100.0					
26	95.9	98.9					
25	94.8	97.7	100.0				
24	93.8	96.6	98.8	100.0			
23	92.8	95.4	97.5	98.7			
22	91.7	94.3	96.3	97.4			
21	90.7	93.1	95.0	96.1			
20	89.7	92.0	93.8	94.8	100.0		
19	88.6	90.8	92.6	93.5	98.5		
18	87.6	89.7	91.3	92.2	96.9		
17	86.6	88.5	90.1	91.0	95.3		
16	85.5	87.4	88.8	89.7	93.8	100.0	
15	84.5	86.2	87.6	88.4	92.2	98.1	
14	83.5	85.1	86.4	87.1	90.7	96.1	
13	82.4	83.9	85.1	85.8	89.2	94.2	
12	81.4	82.8	83.9	84.5	87.6	92.2	100.0
11	80.4	81.6	82.6	83.2	86.0	90.3	97.4
10	79.3	80.5	81.4	81.9	84.5	88.4	94.8
9	78.3	79.3	80.2	80.6	83.0	86.4	92.2
8	77.3	78.2	78.9	79.3	81.4	84.5	89.7
7	76.2	77.0	77.7	78.0	79.8	82.6	87.1
6	75.2	75.9	76.4	76.8	78.3	80.6	84.5
5	74.2	74.7	75.2	75.5	76.8	78.7	81.9
4	73.1	73.6	74.0	74.2	75.2	76.8	79.3
3	72.1	72.4	72.7	72.9	73.7	74.8	76.8
2	71.1	71.3	71.5	71.6	72.1	72.9	74.2
1	70.0	70.1	70.2	70.3	70.5	70.9	71.9

Assessment Score Conversion Chart

Adapted from a chart by Fairfax County Schools, Virginia, (1997), the conversion chart is needed to convert raw rubric scores into percentages for grade-book points.

Converting Raw Scores to Percentage Scores

when the **Highest Possible Failing** score (HPF) is **59**

Formula: $\frac{\text{Student Raw Score} \times (100 - \text{HPF})}{\text{Maximum Raw Score}} + \text{HPR} = \text{X\%}$

To convert a “percentage score” to grade-book points, multiply by:

- .5 for 50 points
- .4 for 40 points
- .3 for 30 points
- .2 for 20 points

– or use conversion charts

Student Raw Score:	Maximum Raw Score: 30	Maximum Raw Score: 27	Maximum Raw Score: 25	Maximum Raw Score: 24	Maximum Raw Score: 20	Maximum Raw Score: 16	Maximum Raw Score: 12
30	100.0						
29	98.6						
28	97.3						
27	95.9	100.0					
26	94.5	98.5					
25	93.2	97.0	100.0				
24	91.8	95.4	98.4	100.0			
23	90.4	93.9	96.7	98.3			
22	89.1	92.4	95.1	96.6			
21	87.7	90.9	93.4	94.9			
20	86.3	89.4	91.8	93.2	100.0		
19	85.0	87.9	90.2	91.5	98.0		
18	83.6	86.3	88.5	89.8	95.9		
17	82.2	84.8	86.9	88.0	93.8		
16	80.9	83.3	85.2	86.3	91.8	100.0	
15	79.5	81.8	83.6	84.6	89.8	97.4	
14	78.1	80.3	82.0	82.9	87.7	94.9	
13	76.8	78.7	80.3	81.2	85.7	92.3	
12	75.4	77.2	78.7	79.5	83.6	89.8	100.0
11	74.0	75.7	77.0	77.8	81.5	87.2	96.6
10	72.7	74.2	75.4	76.1	79.5	84.6	93.2
9	71.3	72.7	73.8	74.4	77.5	82.1	89.8
8	69.9	71.1	72.1	72.7	75.4	79.5	86.3
7	68.6	69.6	70.5	71.0	73.3	76.9	82.9
6	67.2	68.1	68.8	69.2	71.3	74.4	79.5
5	65.8	66.6	67.2	67.5	69.2	71.8	76.1
4	64.5	65.1	65.6	65.8	67.2	69.2	72.7
3	63.1	63.6	63.9	64.1	65.2	66.7	69.2
2	61.7	62.0	62.3	62.4	63.1	64.1	65.8
1	60.4	60.5	60.6	60.7	61.0	61.6	62.4

Missouri Foreign Language Frameworks

Appendix B

Sample Learning Scenarios

Unit Planner

Assessment

These entries of teacher-created learning scenario/unit plan/assessment sets are representative examples that have been tested in the classroom. They are arranged alphabetically by theme to encourage readers to look beyond the language and level they are currently teaching. The committee and contributors hope to encourage adaptation of the materials and networking possibilities among teachers around the state and beyond Missouri's borders.

<u>Entry Number</u>	<u>Entry Theme</u>	<u>Level</u>
1	Calendar	Novice
2	Cultural Landmarks	Pre-Advanced
3	Ecology	Intermediate
4	Famous People	Pre-Advanced
5	Fashion	Novice
6	Getting to Know One Another	Intermediate
7	Imaginary Travel	Novice
8	Likes and Dislikes with Key Pals	Novice
9	Market Place	Pre-Advanced
10	Masks and Carnival	Intermediate
11	Rainbow Fish	Intermediate
12	Recipes "Now You're Cookin'"	Intermediate
13	Restaurant Project	Pre-Advanced
14	School and Class Schedule	Novice
15	Sports and the Olympic Games	Intermediate
16	Student Produced Magazine	Intermediate
17	Telephone Conversation	Novice
18	Travel Guides	Intermediate
19	The Way We Were	Pre-Advanced
20	Weather	Novice
21	West-African Poetry	Intermediate

Foreign Language Framework for Curriculum Development

Learning Scenario – Calendar

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons
- 5.2 Lifelong Learning

El Calendario

Students in a Missouri high school are learning to express dates. The students practice by expressing today's date and important dates on American and Hispanic calendars. Students scan newspaper ads for dates, and use cognates to determine meaning of ads. Students listen to radio ads to pick out dates that are mentioned. Students learn Hispanic songs and games that deal with months, days of the week, and/or holidays. Working in cooperative learning groups, students use the Internet to research an Hispanic holiday. Students use their research to prepare a poster and brief oral presentation.

Reflection:

- 1.1 Students perform question & answer with partner about dates.
- 1.2 Students comprehend and record information given by teacher.
- 2.1 Students learn Hispanic songs about days of week, months, and/or holidays.
- 2.2 Students learn of Hispanic holidays that have influenced American holidays.
- 3.2 Students comprehend radio and newspaper ads
- 4.2 Students compare holidays that are celebrated by both Hispanics and Americans.
- 5.2 Students play Hispanic games that deal with calendar/holiday information.

Foreign Language Framework for Curriculum Development

Unit Planner – Calendar

Theme: El Calendario

Context

Students provide information such as today's date and other important dates, understand and interpret spoken and written dates, and acquire information about dates that are important in Hispanic and/or American cultures.

Performance Task/Event

Working in cooperative learning groups, students will prepare a poster that teaches the other students about the holidays in Mexico. The teacher will assign a month to each group. Each group will divide the responsibilities for covering each holiday within their assigned month. The poster will include information about the holidays, pictures illustrating the holidays, and key terms and dates in Spanish which are related to the holidays. Each student will be graded individually on his/her part of the poster. Complete the items on the checklist below.

National Goals

- Goal 1 Communicate in Spanish
- Goal 2 Gain Knowledge and Understanding of the Cultures of the World
- Goal 3 Connect with other Disciplines and Acquire Information
- Goal 4 Develop Insight into the Nature of Language and Culture
- Goal 5 Participate in Communities at Home and Around the World

National Standards

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret spoken and written Spanish on a variety of topics.
- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of Hispanic cultures.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of Hispanic cultures.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the Spanish language and its cultures.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons between Hispanic cultures and their own.
- 5.2 Students show evidence of becoming lifelong learners by using Spanish for personal enjoyment and enrichment.

Missouri Progress Indicators

Novice Learner Range Students should be able to:

- 1.1b Ask and answer questions, including biographical information.
- 1.2c Understand spoken and written language that has strong visual support
- 1.2d Comprehend the main idea of selected authentic materials, such as newspapers, magazines, videos, and radio broadcasts.
- 2.1b Participate in and learn about age-appropriate cultural activities such as games, songs, and holiday celebrations.
- 2.2b Identify some major contributions and historical figures from the cultures studied that are significant in their own culture.
- 3.2a Read, watch, listen to, ask and answer questions about age and developmentally appropriate materials intended for native speakers of target language.
- 4.2b Compare simple patterns of behavior or interaction in various social (school, family, community) and cultural settings (dining, bathing, toilet etiquette, etc.)
- 5.2b Play sports or games from the culture.

Essential Skills/Knowledge

- Vocabulary – *days of the week, months, number 1-31, calendar-related words*
- Structures – *formula for expressing dates; how to research and document sources; paraphrasing*
- Culture – *Hispanic and American holidays on the calendar*

Instructional Strategies

- Drill and practice of dates – *verbal/linguistic learner*
- Pair-work: question and answer about dates – *interpersonal, verbal-linguistic learner*
- Journal entry about important personal dates – *intrapersonal, verbal-linguistic learner*
- Comprehension of dates in radio and newspaper ads – *verbal/linguistic learner*
- Cooperative learning activity: students group according to birthdays – *kinesthetic, visual/spatial*
- Listening comprehension of class schedule and dates spoken by teacher – *verbal/linguistic learner*
- Cooperative learning activity: explore web sites of Hispanic holidays and prepare poster and short oral presentation – *verbal/linguistic, visual/spatial learner*

Resources

- Textbook
- Taped radio commercials (XOIR)
- Authentic newspaper ads
- Books about Hispanic holidays
- Internet URL's of Hispanic holidays

Time Frame

Six 50-minute class periods

Language

Spanish

Level

1

Foreign Language Framework for Curriculum Development

Performance Assessment – Calendar

Theme: El Calendario

Preparation Assessments

- Selected Response – *matching quiz about holidays*
- Closed Constructed Response – *vocabulary quizzes, cassette recording*
- Open-Ended Constructed Response – *journal entry about dates, holidays, and personal information*

Final Assessment

- Context – *Students will provide and obtain information concerning Hispanic holidays and important dates.*
- Performance Task/Event – *Los Dias de Fiesta en Mexico – Working in cooperative learning groups, students will prepare a poster that teaches the other students about the holidays in Mexico. The teacher will assign a month to each group. Each group will divide the responsibilities for covering each holiday within their assigned month. The poster will include information about the holidays, pictures illustrating the holidays, and key terms and dates in Spanish which are related to the holidays. Each student will be graded individually on his/her part of the poster. Complete the items on the checklist below.*

As a Group:

1. ____ We divided the holidays for our month evenly among us.
2. ____ We cut the poster into four parts (one for each group member).
3. ____ We sketched how the finished poster will be put back together.
4. ____ We each researched our holidays and documented our sources.
5. ____ We communicated with each other so that we have not repeated the same information.
6. ____ We have taped the poster back together, based on our sketch.

As an Individual:

1. ____ I thoroughly researched my holiday.
2. ____ I thoroughly documented ALL of my sources and placed them on the back of my poster.
3. ____ I located pictures to illustrate my holiday.
4. ____ I included dates and at least 5 terms in Spanish that are related to my holiday.
5. ____ I did not repeat the same information as someone else who has the same holiday.
6. ____ I placed all information on my part of the poster with our sketch in mind.
7. ____ I expressed all information in my own words.
8. ____ The name and date of my holiday are expressed in Spanish on my poster.

Evaluation

The scoring guide below will be used to evaluate the **individual** contributions of each person.

	Sobresaliente (4)	Buenísimo (3)	Bien (2)	Necesita Trabajo (1)
Comprehensibility	Clearly explained holiday in detail	Clearly explained holiday in general	Explained holiday with key detail(s) missing	Gave vague explanation of holiday with little detail
Comprehension	Demonstrated deep understanding of holiday	Demonstrated good understanding of holiday	Demonstrated sketchy understanding of holiday	Demonstrated little or no understanding of holiday
Language Control	Perfect expression of holiday dates and terms in Spanish	Very good expression of holiday dates and terms in Spanish	Minor errors in expression of holiday dates and terms in Spanish	Major errors in expression of holiday dates and terms in Spanish
Vocabulary Use	Used more than five holiday terms in Spanish	Used five holiday terms in Spanish	Used four holiday terms in Spanish	Used three or fewer holiday terms in Spanish
Cultural Awareness	Deep understanding of similarities & differences between US & Mexican holidays	General understanding of similarities & differences between US & Mexican holidays	Sketchy understanding of similarities & differences between US & Mexican holidays	Little or no understanding of similarities & differences between US & Mexican holidays
Visual Presentation	Impressive display; colorful, creative	Nice display; neat and colorful	Average display; could be neater and more interesting	Poor display; little color or creativity
Documentation of Sources	Documented 3 or more sources in the proper format	Documented 2 sources in the proper format	Documented 1 source in the proper format	No sources were documented, or none were in the proper format
Use of Paraphrasing	Presentation seems to be in student's own words; no plagiarism	Presentation seems mostly in student's own words	Presentation seems only partly in student's own words	Presentation seems mostly plagiarized

Total Poster Score: _____/32

W. Schmidt/Camdenton High School/Camdenton, MO

Foreign Language Framework for Curriculum Development

Learning Scenario – Cultural Landmarks

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 4.2 Cultural Comparisons

Cultural Landmarks in Moscow

In Russian Culture and Civilization upper-division (third year) course, college students choose a cultural landmark, prepare oral presentations on it, and discuss its place and importance in the context of Russian cultural history. Students can choose from such landmarks as Kremlin, Armory, the Bolshoi Theater, St. Basil Cathedral, Cathedral of Our Savior, and others. Students also prepare a visual display with written comments about the sites as a promotional piece for their summer study abroad program. Major landmarks are first introduced briefly by the instructor using visual aids, after which students chose the land mark they will present. Working individually or in small groups, students conduct research about the sites using library and Internet resources. They also interview native speakers to learn about their knowledge and perceptions of the importance of the landmarks. The research is followed by in-class presentations and discussion on the significance of the sites in Russian cultural history. Students discuss their importance in contemporary Russian life and how it reflects Russian cultural perspectives. Comparisons and contrasts are drawn with American cultural landmarks and its history.

Reflection:

- 1.1 Students interview native speakers of Russian and participate in class discussions.
- 1.2 Students interpret spoken messages and authentic written materials.
- 1.3 Students present information and ideas on the history and importance of Russian cultural landmarks both in written report and oral presentations.
- 2.1 Students learn about Russian entertainment practices. They identify, examine and discuss connections between these practices and cultural perspectives.
- 2.2 Students search for information and learn about cultural sites in Moscow. They investigate the function of these sites in Russian culture, discuss and analyze themes, ideas and perspectives related to the landmarks.
- 4.2 Students analyze the relationship between the products and perspectives as well as practices and perspectives in Russian culture; compare and contrast these with their own.

Foreign Language Framework for Curriculum Development

Unit Planner – Cultural Landmarks

Theme: Cultural Landmarks in Moscow

Context

Students understand and interpret spoken and written authentic materials about cultural and historic sites in Russia, make short presentations about them; learn vocabulary and grammar related to the unit. They participate in class discussion on the importance of the landmarks in Russian culture and make comparisons with their own culture; prepare a display on sites to visit.

Performance Task

Students will give oral presentation and create a display about such cultural and historic sites in Moscow as Kremlin, the Armory, Bolshoi, St. Basil Cathedral, Cathedral of the Savior, and demonstrate their command of presentational discourse. Students will demonstrate their knowledge of major Russian cultural icons and their ability to discuss their importance.

National Goals

- | | |
|---------------|---------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of other Cultures |
| <u>Goal 4</u> | Develop Insight into the Nature of Language and Culture |

National Standards

- | | |
|------------|--------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience or listeners or readers on a variety of topics. |
| <u>2.1</u> | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| <u>2.2</u> | Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| <u>4.1</u> | Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. |
| <u>4.2</u> | Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. |

Missouri Progress Indicators

Pre-Advanced Learner Range Students should be able to:

- 1.1a Discuss or debate a wide variety of topics.
- 1.2a Understand written materials on a wide variety of topics.
- 1.3a Present student-created works and authentic literature.
- 1.3b Write and present a speech on a substantive topic.
- 2.2a Connect objects and symbols of other cultures to the underlying beliefs and perspectives.
- 3.2a Use selected sources, both teacher-adapted and those intended for same-age speakers of target language.
- 4.1b Analyze elements of the target language, such as time and space, and comparable linguistic elements in English, and conjecture about how languages use forms to express time and tense relationships.
- 4.2a Explore the relationship of products and perspectives in target cultures and compare and contrast these with their own.

Essential Skills/Knowledge

- Vocabulary – *names of historic and cultural sites, cultural and historic figures; presentational style vocabulary*
- Structures – *past active and passive constructions, review of these cases of nouns and their modifiers, time (year) expressions*
- Communication – *develop oral and written presentations*
- Culture – *importance of Moscow in Russian cultural history*
- Technology – *use of internet as a research tool*

Instructional Strategies

- Read and interpret articles and other materials on cultural sites in Moscow – *intrapersonal learner*
- View video materials – *visual learner*
- Work on declension forms and past passive verb formation – *logical/math learner and verbal/linguistic learner*
- Pair and small group work in narration in the past – *interpersonal learner*
- Group work on oral presentations – *interpersonal learner*
- Work on written display – *verbal/linguistic learner*
- Preparation of visual display – *visual/spatial learner*

Resources

- Library
- Internet
- Authentic materials (books, brochures, and maps) on Moscow
- Video and other resources from the International Language Resource Center
- Photographs from previous study-abroad programs

Time Frame

Three weeks

Language

Russian

Level

3rd year post-secondary

Foreign Language Framework for Curriculum Development

Performance Assessment – Cultural Landmarks

Theme: Cultural Landmarks in Moscow

Preparation Assessments

- Selected Response – *quizzes on landmark identification and knowledge of history*
- Closed Constructed Response – *reading comprehension quiz based on authentic materials*
- Open-Ended Constructed Response – *summary of research*

Final Assessment

- Context – *students understand and interpret spoken and written authentic materials about cultural and historic sites in Russia, make short presentations about them; learn vocabulary and grammar related to the unit. They participate in class discussion on the importance of the sites in Russian culture and make comparisons with their own culture; prepare a display on sites to visit.*
- Performance Task/Event – *Students will give oral presentation and create a display about such cultural and historic sites in Moscow as Kremlin, the Armory, Bolshoi, St. Basil Cathedral, Cathedral of the Savior, and demonstrate their command of presentational discourse. Students will demonstrate their knowledge of major Russian cultural icons and their ability to discuss their importance.*

Rubric/Scoring Guide

Criteria	4	3	2	1
Presentation Content	excellent use of knowledge acquired through research	include main ideas and most details on the subject	include main ideas about the subject	include some ideas on the subject
Language Control	accurate and grammatically correct discourse of considerable length	mostly accurate and correct discourse of satisfactory length	several errors and a shorter discourse	short discourse with considerable amount of errors
Vocabulary Use	extensive vocabulary use, including stylistically appropriate vocabulary	some use of appropriate vocabulary	minimal use of appropriate vocabulary	very limited use of appropriate vocabulary
Comprehensibility	correct use of pronunciation and intonation patterns, very few pauses, fluent presentation	few pronunciation and intonation errors and pauses	considerable errors in pronunciation and intonation	poor pronunciation which impedes comprehension
Communication Strategies	sustain length and continuity; use of simplification, reformulation, circumlocution	demonstrates conscious effort at self-correction, some use of communication strategies in fairly long presentation	minimal use of communication strategies in a rather short and discontinuous discourse	short uninterrupted presentation with no effort at self-correction and no use of communication strategies
Cultural Awareness	good use of culturally appropriate vocabulary and idiomatic expressions; use of language reflects authentic cultural practices	some use of culturally appropriate vocabulary and idiomatic expressions	minimal use of culturally appropriate vocabulary and idiomatic expressions	no use of culturally appropriate vocabulary and idiomatic expressions

Foreign Language Framework for Curriculum Development

Learning Scenario – Ecology

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.1 Making Connections

L'Ecologie

In a combined 3rd and 4th level French class, a study of some current ecological issues gives students a chance to learn vocabulary describing the environment, natural resources, pollution, consequences, and solutions. After reading some background information, students present the new vocabulary to the group. Then they brainstorm a list of environmental issues, choose one that interests them, and work in small groups to gather more information.

The Internet is t the main source of information, and students gather information by skimming, scanning, and using context and cognates to find useful facts. The final products are an interview and a poster explaining the issue. Each student pretends to be an expert on one facet of this issue and prepares a script of questions and answers for a TV talk or news show. His poster calls attention to the issue and makes the viewer want to get involved in a solution. The posters are displayed in the science wing to encourage interdisciplinary discussions.

Reflection:

- 1.1 Students describe some environmental concerns and exchange opinions on possible solutions.
- 1.2 Students read information in texts and on-line to further their understanding of environmental issues.
- 1.3 Students present their information in a scripted interview and on a poster.
- 2.1 By using French Web sites, students glimpse the French perspective on some environmental issues.
- 3.1 Students apply knowledge already gained in science classes, and find information about French environmental concerns that they might not otherwise be able to access.

Foreign Language Framework for Curriculum Development

Unit Planner – Ecology

Theme: L'Ecologie – Considering some current issues and solutions

Context

Students engage in conversations which demonstrate their understanding of and opinions on several environmental issues. They reinforce and further their knowledge of science as they understand and interpret written information about environmental practices and perspectives in a francophone country. They present information about a specific environmental problem to their classmates.

Performance Task

Students present a simulated interview with an expert on an environmental issue. They use a poster illustrating the issue to enhance their presentation.

National Goals

- | | |
|---------------|--------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of other Cultures |
| <u>Goal 3</u> | Connect with other Disciplines and Acquire Information |

National Standards

- | | |
|------------|--------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience or listeners or readers on a variety of topics. |
| <u>2.1</u> | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| <u>3.1</u> | Students reinforce and further their knowledge of other disciplines through the foreign language |

Missouri Progress Indicators

Intermediate Learner Range Students should be able to:

- 1.1a Sustain a conversation including descriptions on selected topics about themselves and their state or country.
- 1.2a Understand selected written materials on topics of personal interest
- 1.2d Comprehend the main idea and some supporting ideas of selected authentic materials.
- 1.3a Present student-created and/or authentic short plays and skits.
- 2.1c Identify some common beliefs and attitudes within the culture studied.
- 3.1c Present oral or simple written report in French on topics being studied in classes.

Essential Skills/Knowledge

- Vocabulary – *useful words describing the environment, natural resources, pollution, consequences, and solutions.*
- Structures – *different ways of expressing necessity (il faut + infinitive; expressions of opinion + infinitive)*
- Culture – *Jacques Cousteau's views on the environment, other French and francophone perspectives on ecological issues.*

Instructional Strategies

- Compare French folk song to environmental pastiche
- Read and discuss material on ecological issues
- Research issues
- Create poster illustrating one issue and proposing a solution
- Present vocabulary chosen from research
- Prepare simulated interview

Resources/ Technology

- Songs
- Jacques Cousteau video
- Textbook lessons on the environment
- Internet

Time Frame

3¹/₂ weeks of daily 50-minute class periods

Language

French

Level

3 and 4

Foreign Language Framework for Curriculum Development

Performance Assessment – Ecology

Theme: L'Ecologie – Considering some current issues and solutions

Preparation Assessments

- Selected Response – *to check vocabulary acquisition*
- Closed Constructed Response – *to check structure acquisition*
- Open-Ended Constructed Response – *summarizing and prioritizing several environmental issues*
- Checklist – *for research*
- Rubric – *for poster*

Final Assessment

- Context – *Students demonstrate their understanding of a cultural perspective by presenting a simulated news interview about a specific environmental problem to their classmates.*
- Performance Task/Event – *Two students assume the roles of journalist and environmental expert. They write and present an interview incorporating vocabulary, information, and perspective gleaned from earlier research. They support their presentation with a poster prepared in an earlier activity.*

Scoring Guide for French news interview

Criteria	Exceptional	Outstanding	Satisfactory	In Progress
Informational Content	5 or more highly relevant questions are answered fully and at length	4 of 5 relevant questions are clearly answered	At least 3 questions are at least partially answered	Questions and answers are not relevant or complete
Language Usage – grammatical structures, pronunciation, fluency	Near native fluency; use of vocabulary and structures beyond what is expected	Fluent, few errors, good variety of vocabulary and structure	Understandable, adequate vocabulary, some errors in structure	Limited vocabulary and errors in structure interfere with comprehensibility
Presentation – creativity, props, appearance, organization	Imaginative and engaging; well-organized; introduction vividly shows viewpoint of interview; use of props adds impact	Original and interesting; good interview format with introduction of interviewee that includes some background	Material organized and presented adequately in interview format with introduction	Lacks coherence and shows insufficient effort and little practice

Checklist for Environmental Research

Research Process

Uses time wisely
Excellent _____ / _____ / _____ Inadequate

Works independently
Excellent _____ / _____ / _____ Inadequate

Documents source
Excellent _____ / _____ / _____ Inadequate

Takes useful notes
Excellent _____ / _____ / _____ Inadequate

Vocabulary

Selects appropriate and varied vocabulary
Excellent _____ / _____ / _____ Inadequate

Explains vocabulary clearly
Excellent _____ / _____ / _____ Inadequate

Questions and Answers

Clearly and correctly formulated
Excellent _____ / _____ / _____ Inadequate

Focused and relevant to issue
Excellent _____ / _____ / _____ Inadequate

Incorporates new vocabulary
Excellent _____ / _____ / _____ Inadequate

Foreign Language Framework for Curriculum Development

Learning Scenario – Famous People

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.2 Products of Culture
- 3.1 Making Connections

Famous Hispanic Americans and their Contributions to Society

During Hispanic Heritage Month, students at Willard High School learn about the contributions of Hispanic Americans to society. They make an oral and a visual presentation to the class. In a discussion following the presentations, they defend their choice of the person who most deserves to receive an honor for his/her accomplishments and contributions to society.

First, each student selects a famous Hispanic American to research using the library and the Internet. They create posters or other visuals to show the major accomplishments of that person. Captions about the accomplishments and the life of this famous person are written in Spanish. These posters are used as students present this information to their classmates.

After hearing all of the presentations, students ask questions about other presentations and discuss why their nominee is deserving of special recognition, such as being on the cover of *People en español*.

All of the posters are hung in the hallway during Hispanic Heritage Month.

Reflection:

- 1.1 Students provide information and exchange opinions about the importance of each famous person's contribution
- 1.2 Students listen to and understand other students' presentations.
- 1.3 Students present information to classmates.
- 2.2 Students show they understand the importance of the contribution each person made to society by defending its importance against other classmates' choices.
- 3.1 Students further their knowledge of other disciplines depending upon which famous person's contributions are being discussed.

In this learning scenario, students gain information about a variety of other disciplines depending on which people are chosen for the presentations. This also determines what vocabulary is needed. The level of difficulty of the questioning and the defending answers could increase as the students move through the levels of language acquisition.

Foreign Language Framework for Curriculum Development

Unit Planner – Famous People

Theme: Famous Hispanic Americans and their Contributions to Society

Context

Students present information and a visual about a Hispanic American's contributions to society and understand other presentations and visuals in the target language.

Performance Task/Event

Students present information and a visual to the class about a famous Hispanic American. The presentation contains pertinent facts about that person's life and the significance of his/her contributions. In a discussion following the presentation, students decide which person's contributions make them most worthy of recognition. Students demonstrate their ability to question others and defend their own choices.

National Goals

- | | |
|---------------|--------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of other Cultures |
| <u>Goal 3</u> | Connect with other Disciplines and Acquire Information |

National Standards

- | | |
|------------|-------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience or listeners or readers on a variety of topics. |
| <u>2.2</u> | Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| <u>3.1</u> | Students reinforce and further their knowledge of other disciplines through the foreign language. |

Missouri Progress Indicators

Pre-Advanced Learner Range Students should be able to:

- 1.1a Discuss or debate a wide variety of topics from the local to the international level, hypothesizing, convincing, persuading, and negotiating to reach a conclusion.
- 1.1c Defend personal preferences, feelings, and opinions with substantive arguments.
- 1.2c Use extensive listening and reading strategies to understand a wide variety of topics.
- 1.3b Write and present a speech on a substantive topic.
- 2.2b Examine the role and significance of the contributions of other cultures in today's world.
- 3.1a Engage in simple discussions on topics from other school subjects such as worldwide health issues or environmental concerns.

Essential Skills/Knowledge

- Vocabulary – *nationality, origin, expressing dates, occupational*
- Structures – *preterit tense, imperfect tense, adjectives of comparison*
- Culture – *value to society of Hispanic American contributions*

Instructional Strategies

- Conjugation formulas – *logical/mathematical learner*
- Number of practice physically forming numbers as they are read – *kinesthetic learner*
- Comparative adjective review – *logical/mathematical learner*
- Computer research – *intrapersonal learner*
- Visual presentation – *visual/spatial learner*
- Oral presentation – *verbal/linguistic learner*

Resources/ Technology

- Library books
- Internet
- Hispanic American bulletin board display
- Comparative adjective visuals
- Textbook lessons on adjectives
- Textbook review lessons on preterit/imperfect
- Number practice cards

Time Frame

Four to five 50-minute class periods

Language

Spanish

Level

3

Foreign Language Framework for Curriculum Development

Performance Assessment – Famous People

Theme: Famous Hispanic Americans and their Contributions to Society

Preparation Assessments

- Selected Response Quiz – *preterit/imperfect*
- Open-Ended Constructed Response Quiz – *comparative adjectives*

Final Assessment

- Context – *Students present information and a visual about an Hispanic American's contributions to society and understand other presentations and visuals in the target language.*
- Performance Task/Event – *After completing individual research, students present information and a visual to the class about a famous Hispanic American. The presentation contains pertinent facts about that person's life and the significance of their contributions. In a discussion following the presentation, students decide which person's contributions make them the most worthy of recognition. Students demonstrate their ability to question others and defend their own choices.*

Scoring Guide

Famous Hispanic Americans and their Contributions to Society

Criteria	4	3	2	1
Visual	Superior illustrations; superior use of captions	Appropriate illustrations; appropriate use of captions	Minimal illustrations; minimal captions	No illustrations; incomplete or no captions
Vocabulary	Rich use of vocabulary with frequent attempts at elabora- tion	Adequate and accurate use of vocabulary	Somewhat inadequate and/or inaccurate use of vocabulary	Inadequate and/or inaccurate use of vocabulary
Grammar	Control of basic language structures	Emerging control of basic language structures	Emerging use of basic language structures	Inadequate and/or inaccurate use of basic language structures
Level of Discourse	Variety of complete sentences and of cohesive devices	Emerging variety of complete sentences and some cohesive devices	Predominant use of complete yet repetitive sentences; no or almost no cohesive devices	Attempted use of complete sentences; no or almost no cohesive devices
Questioning	Asked and answered all questions with a high degree of understanding	Asked and answered most questions appropriately	Asked and/or answered questions with some accuracy	Little or no understanding of questions or appropriate answers

Nancy Ipock/ Willard High School/Willard, MO

Foreign Language Framework for Curriculum Development

Learning Scenario – Fashion

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.1 Making Connections
- 4.1 Language Comparisons

Clothing – Faisons du Shopping!

This unit involves 8th grade exploratory students in learning clothing and color vocabulary. Students are introduced to the ideas of adjective placement and agreement as they describe what they and their peers are wearing. During the vocabulary learning phase of the unit, students explore French clothing stores and designers, using textbook resources. With vocabulary previously learned, students discuss in French their likes

and dislikes when it comes to clothing. Students also relate appropriate clothing choices with recently learned weather and season vocabulary. Using the color and clothing vocabulary that they are learning, students design a school uniform for Raytown Middle School, labeling the articles in the new uniform with the appropriate indefinite article, the clothing item and the correct color form.

Using an Internet currency converter, students investigate the new Euro dollar. Each student then produces an ad for their favorite school outfit, converting the prices of each item from the American dollar to the French franc and the Euro dollar. Using their ad, each student will present their “outfit” to a group of peers, using French to describe each item of clothing. The group will use these “outfits” to produce a “defile de mode” to be presented to the class. As a student walks down the “runway,” another person in the group will describe what he/she is wearing – until all in the group have had a turn at being the fashion show announcer.

The second part of the unit involves students in designing and buying a souvenir t-shirt from a Paris boutique. At this point in the curriculum, students have some background on the monuments of Paris, the geography of France and some information on popular French products. From the background information, they design their t-shirt. In the classroom, the teacher shows a video clip from the textbook that demonstrates buying an article of clothing. Students practice asking for assistance, getting the correct size and color, and completing a sale. Each group produce a simple skit where two or the three people buy a t-shirt. The end assessment for this unit is the videotaping of the skits, which are scored by the teacher using a scoring guide.

Reflection:

- 1.1 Students describe others and themselves using their clothing; Students express opinions to their peers on the likes and dislikes around the subject of teenage fashion; Students discuss cultural texts in English.
- 1.2 Students read cultural information on attitudes about clothing and style.
- 1.3 Students present a fashion show to the class; Students write and present a skit of buying a souvenir t-shirt.
- 2.2 Students recognize the names of some French designers and French department stores
- 3.1 Students use Internet skills to convert currencies.
- 4.1 Students recognize the cognates and borrowed words from English to French.

This unit was designed with two performance assessments to accommodate those school quarters that have more than the normal 45 days. In a nine-week quarter, I doubt that my students would be able to do both the fashion show and the buying/selling skit. However, when the quarter extends to more than 52 days, it is probable that students could do both performances.

For my exploratory 8th grade students, this unit allows me to review a lot of previously learned material from the 7th grade program as well as earlier units in the 8th grade curriculum. By limiting vocabulary development, my students can achieve a feeling of accomplishment in a very short amount of time. This unit includes a variety of hands-on activities to address the various learning styles of my students and has a personal interest for 8th graders.

This unit can easily be expanded to include the Communities standard by having students perform for parents, present their skits at one of the nearby college foreign language fairs, or use their newly acquired skill to buy a souvenir during a student trip. Increased vocabulary and grammar complexity would allow the teacher to develop this unit for students at various levels of language learning.

Foreign Language Framework for Curriculum Development

Unit Planner – Fashion

Theme: Clothing – Faisons du Shopping!

Context

Students provide and obtain information, express feelings and emotions, and exchange opinions on the topic of clothing.

Students present information, concepts, and ideas to an audience of listeners by producing a fashion show and through a role-play that demonstrates buying a souvenir t-shirt.

Students reinforce and further their knowledge of currency conversion by using an Internet converter.

Performance Task/Event

Raytown Middle School uniform design. (see sample assessment template)

Students present a fashion show to the class. (see sample assessment template)

Students write and present a skit where they buy a souvenir t-shirt. (see sample assessment template)

National Goals

- | | |
|---------------|---------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of other Cultures |
| <u>Goal 3</u> | Connect with other Disciplines and Acquire Information |
| <u>Goal 4</u> | Develop Insight into the Nature of Language and Culture |

National Standards

- | | |
|------------|--------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience or listeners or readers on a variety of topics. |
| <u>2.1</u> | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| <u>3.1</u> | Students reinforce and further their knowledge of other disciplines through the foreign language. |
| <u>4.1</u> | Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. |

Missouri Progress Indicators

Novice Learner Range Students should be able to:

- 1.1a Students carry on a short conversation about clothing.
- 1.1b Students ask questions about what someone is wearing.
- 1.1c Students state personal preferences and feelings about clothing.
- 1.2a Students understand age-appropriate written cultural information in English
- 1.2b Students use previous classroom experience with French to understand it spoken and written form.
- 1.2d Students comprehend the main idea of selected authentic materials from textbook materials.
- 1.3a Students dramatize a short skit in French that demonstrates buying a souvenir t-shirt.
- 1.3b Students write and present a short fashion show for the class.
- 2.1c Students identify some common beliefs and attitudes within the French culture.
- 3.1a Students discuss how to use an Internet currency converter.
- 4.1a Students cite examples of cognates that help comprehension.

Essential Skills/Knowledge

- Vocabulary
- Porter
- Interrogatives and questioning skills
- Noun/adjective agreement – *clothing and colors*
- Making a purchase – *necessary phrases and cultural etiquette*
- Currency conversion
- Cultural lessons about French fashion

Instructional Strategies

- Vocabulary building activities – *games, partnered activities, designing a school uniform*
- Guided practice – *interviews, games and class participation*
- Noun/adjective agreement worksheets
- Making a purchase – *collaborative group activity*
- Students demonstrate – *asking for assistance, describing the shirt they wish to see, asking for their correct size, asking the price of the shirt, paying for their purchase*
- Currency conversion group practice

Resources/ Technology

- Set of clothing and color flashcards
- Bingo cards
- Video clip from the textbook
- Cultural readings and authentic materials from the textbook materials
- Practice worksheets for noun/adjective agreement
- Game supplies
- Age-appropriate magazines for cutting
- Internet resources – <http://www.ele.fr>; <http://www.pretaporter.com/>; <http://www.french-labels.com>; <http://www.smartweb.fr/printemps>; foreign exchange from the newspaper; currency converter on the Internet found at Yahoo!igans! search Foreign Currency

Time Frame

9 weeks; daily classes

Language

French

Level

Exploratory 8

Foreign Language Framework for Curriculum Development

Performance Assessment – Fashion

Theme: Clothing – Faisons du Shopping!

Preparation Assessments

- Selected Response – *vocabulary, color adjective agreements and cultural information*
- Closed Constructed Response – *number of recognition and adjective agreement*
- Performance Tasks – *Raytown Middle School uniform designs (see scoring guide)*
- Open-Ended interview of peers.

Final Assessment

- Context – *Students provide and obtain information, express feelings and emotions, and exchange opinions on the topic of clothing. Students present information, concepts, and ideas to an audience of listeners by producing a fashion show and through role-play that demonstrates buying a souvenir t-shirt. Students reinforce and further their knowledge of currency conversion by using an Internet converter.*
- Performance Task/Event –
 - (1) *Working groups of three, students present a fashion show for an audience of their peers. In preparation, each student puts together an “outfit” that they will be wearing and presents it in a written ad form including converted prices. During the fashion show, each student will act as a narrator, describing the clothing one of his or her classmates is wearing. (see scoring guide)*
 - (2) *Demonstrating correct French etiquette for the situation, three students present an original skit about buying a souvenir t-shirt in Paris. (see scoring guide)*

School Uniform Scoring Guide

Criteria	Super! 5 points	Acceptable 3 points	Oh la la 1 point
Followed Directions	Student drew a uniform for a girl and for a boy; Uniforms were in color; At least 8 different items were labeled	Student drew a uniform for a girl and a boy; Uniforms were not in color; At least 6 different items were labeled	Student did not draw two uniforms; Uniform was not in color; Less than 6 different items were labeled
Spelling	No errors	Some minor errors that did not interfere with understanding	Too many errors to read easily
Grammatical Accuracy	No errors in placement or form of indefinite articles and colors	Fewer than 4 errors in the forms of the indefinite articles and colors	4 errors or more in the forms of the indefinite articles and colors

Fashion Show Scoring Guide

Criteria	Super! 5 points	Acceptable 3 points	Oh la la 1 point
WRITTEN LANGUAGE			
Spelling	No errors	No more than 3 errors	4 or more errors
Grammatical Accuracy	No grammatical errors	Fewer than 2 errors in adjective and indefinite articles	More than 2 errors in adjectives and indefinite articles
Appearance	In ink; neatly written or typed	In ink but handwriting challenging to read	Not in ink and difficult to read
Creative use of language	Creative language and original descriptions of clothing	Some creativity in introductions and simple descriptions	Shows no creativity or prior planning
SPOKEN LANGUAGE			
Pronunciation	Accurate pronunciation throughout	Some errors but still understandable	Poor pronunciation, very anglicized
Fluency	Smooth delivery	Some pauses that do not interfere with understanding	Halting, long pauses, shows that student did not practice
Presentation	Lively, enthusiastic and good eye contact with the audience	General enthusiasm and some eye contact	Reads from paper, no eye contact

Buying a Souvenir t-shirt Skit Scoring Guide

Criteria

1. Asking for Assistance	5	4	3	2	1	0
2. Describing the shirt they wish to see	5	4	3	2	1	0
3. Asking for their correct size	5	4	3	2	1	0
4. Asking the price of the shirt	5	4	3	2	1	0
5. Paying for their purchase	5	4	3	2	1	0

5 – Student demonstrates an exceptional mastery of this task.

4 – Student demonstrates mastery of the task with a few errors in French that do not detract from the performance.

3 – Student demonstrates mastery of the task with errors that detract from the performance.

2 – Student does not clearly demonstrate mastery of this task. Errors make for a confusing performance.

1 – Student is not able to accomplish the task in French without notes.

0 – Student does not attempt this part of the assignment.

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication

Getting to Know One Another

At the beginning of the semester in a 3rd semester Intermediate I language class, college students get to know one another through a variety of activities: “cocktail party” group circulation, class secret group activity, viewing a video of natives introducing themselves and talking about one another, brainstorming vocabulary and questions. Paired practice enables students to practice giving information about themselves—such as name, age, residence, family, likes, dislikes, interests, goals, what they did last summer—and eliciting such information, as well as unique information and characteristics, from others. The assessment activity is an in-depth interview with another student, which results in an 8-10 minute presentation of that student to the class.

Students use the target language to talk about themselves and to find out about others. They use the language orally to share what they have learned with others. In the performance task, students are assigned a partner to interview in depth for 15-20 minutes in the target language. Each person then must introduce this partner to the class in the target language, giving at least 10 facts learned about the person from the interview and creatively stressing the uniqueness of that individual (8-10 minutes).

Reflection:

- 1.1 Students furnish information about themselves in interviews.
- 1.2 Students collect information about partners in interviews.
- 1.3 Students present information obtained to the class.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: Getting to Know One Another

Context

Students engage in conversations, providing and obtaining information through an in-depth interview; then they present the information obtained to the class.

Performance Task/Event

Students interview a student in-depth to determine all that is unique about that person. In an 8-10 minute oral presentation with visuals, they introduce their partner to the class. (see attached assessment)

National Goals

Goal 1 Communicate in Languages other than English

National Standards

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret spoken and written language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Missouri Progress Indicators

Intermediate Learner Range Students should be able to:

- 1.1a Sustain a conversation including descriptions on selected topics about themselves and their state or country.
- 1.1b Ask and answer a variety of questions, giving reasons for their answers.
- 1.2c Understand spoken and written language that incorporates familiar vocabulary and structures.
- 1.3b Write and deliver a short presentation about their school or community.

Instructional Strategies

- Video “Pas de Probleme: se connaitre”
- Personal information fiches
- Question-word and question-forming technique brainstorming
- Present/past contrast activities
- Paired practice interviews
- “Cocktail party” group circulation activity
- Class secret group activity

Resources/ Technology

- Video “Pas de Probleme” (Houghton Mifflin Co.)
- Personal information fiches
- Textbook lesson on vocabulary, personal information structures, question formation
- CDs of natives introducing themselves

Time Frame

Approximately 2-3 weeks; three 50-minute periods per week (6 periods)

Level

3rd semester college

Foreign Language Framework for Curriculum Development **Performance Assessment**

Theme: Getting to Know One Another

Preparation Assessments

- Selected Response – *vocabulary quiz*
- Constructed Response – *present/past verb quiz*
- Open-Ended Constructed – *written description of partner*

Final Assessment

- Context – *Students engage in conversations, providing and obtaining information in an interview, and present information to the class.*
- Performance Task/Event – *Students are assigned a partner to interview in depth for 15 -20 minutes in the target language. Students then present their partner to the class. The person introduced also answers questions other students ask.*
The presentation must:
 - *last 8-10 minutes in the target language*
 - *include at least 10 items of information about the partner, stressing his/her uniqueness*
 - *include a variety of vocabulary and kinds of information*
 - *include at least two verbs in the past*
 - *include visuals and other evidence of creativity*
 - *each student must also ask at least two questions during the introductions*

Rubric – Learner Task and Points Assigned

1. Speaks for 8-10 minutes.

15	10	5
10 minutes, thorough	8 minutes, adequate	short, not enough info.

2. Tells at least 10 things about partner.

15	10	5
exceeds expectations	10 adequate items	5 - 8 items

3. Includes a variety of appropriate vocabulary and kinds of information.

5	4	3	2	1
consistently appropriate, varied	often appropriate, varied		inappropriate, repeated	

4. Uses present and past (at least 2 verbs in past) accurately.

5	4	3	2	1
consistently accurate	somewhat accurate		highly inaccurate	

5. Asks at least 2 comprehensible questions.

5	4	3	2	1
exceeds expectations	2 questions comprehensible		questions incomprehensible	

6. Overall effect – includes visuals and other evidence of creativity.

5	4	3	2	1
creative, exceeds expectations	adequate visuals		no visuals	

Total Points: _____/50

45-50 Outstanding

39-44 Very Good

33-38 Average

27-32 Emerging

0-26 Needs much improvement

Ruth Doyle/Central Missouri State University/Warrensburg, MO

Foreign Language Framework for Curriculum Development

Learning Scenario – Imaginary Travel

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 5.2 Lifelong Learning

Un viaje por España en tren

Students in high school second year Spanish class study train traveling Spain. The students begin with a lesson in which they learn the principle cities and their locations in Spain via an Internet activity. Students then view a video that follows two students as they purchase tickets and travel from Madrid to Seville, listening for selected understandable portions. Students acquire the necessary vocabulary to negotiate train travel. Students compare train travel in Spain with rail system in their own country. Students learn to convert from their monetary unit to Spain's. Students acquire the structures necessary to relate in oral and written expression what they did to obtain a ticket; where they want; and what they saw. Students practice appropriate conversation patterns. As a culminating activity, students prepare a visual presentation of their trip by rail in Spain using PowerPoint. The students will also submit a written travel diary of their trip.

Reflection:

- 1.1 Students discuss geography and train travel.
- 1.2 Students read train schedules and watch a video presenting train travel in Spain.
- 1.3 Students present a travelogue.
- 2.1 Students learn about the role of train travel in Spain.
- 2.2 Students use authentic Web sites in Spain.
- 5.2 Students plan an imaginary trip.

Foreign Language Framework for Curriculum Development

Unit Planner – Imaginary Travel

Theme: Un viaje por España en tren

Context

Traveling by Train in Spain – Students will acquire information, engage in conversation and convey information about an imaginary three city tour of Spain by rail.

Performance Task

Students will plan a trip by train to three cities of their choice in Spain. Students will explain their trip with a PowerPoint presentation. They write a travel journal telling what they did to get on the train, what they did on the train, and what they saw in the three cities.

National Goals

- | | |
|---------------|----------------------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of other Cultures |
| <u>Goal 5</u> | Participate in Multilingual Communities at Home and Around the World |

National Standards

- | | |
|------------|--------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience or listeners or readers on a variety of topics. |
| <u>2.1</u> | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| <u>2.2</u> | Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| <u>5.2</u> | Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. |

Missouri Progress Indicators

Novice Learner Range Students should be able to:

- 1.1d Express personal needs and social amenities.
- 1.2c Understand spoken and written language that has strong visual support.
- 1.3b Write and present a short narrative about their personal lives.
- 2.1c Identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family.
- 2.2a Identify objects and symbols, such as flags or currency, that are used day-to-day and represent other cultures.
- 5.2d Plan real or imaginary travel.

Essential Skills/Knowledge

- Negotiate buying a train ticket
- Use appropriate social register
- Know the formation of the preterite
- Use an Internet browser
- Use Microsoft PowerPoint
- Use 24-hour clock for public information

Instructional Strategies

- TPR train vocabulary
- Memory songs – *to learn preterite verb endings*
- Read and interpret train schedules and ticket information
- Video of ticket purchase and amenities of train travel
- Pair work/table work
- Audiotapes related to train travel
- Internet activities – *to obtain presentation content and learn vocabulary*
- Instruction in planning a PowerPoint presentation

Resources/ Technology

- Buen Viaje 2 textbook and ancillaries
- Netscape browser; Microsoft PowerPoint
- List of useful vocabulary
- List of Internet Sites

Time Frame

Approximately 3 weeks of six 90-minute blocks and three 45-minute lessons

Language

Spanish

Level

2

Foreign Language Framework for Curriculum Development

Performance Assessment – Imaginary Travel

Theme: Un viaje por Espana en tren

Preparation Assessments

- Selected Response – *teacher-created vocabulary quizzes on train travel*
- Closed Constructed Response – *teacher-created structures on preterite tense*
- Open-Ended Constructed Response – *in pairs, students orally demonstrate purchasing a railroad ticket*
- Checklist – *for Internet activity to gather necessary resources*

Final Assessment

- Context – *Students create a PowerPoint presentation of their three city tour of Spain in the form of a travelogue which is to be presented to the class. The students will also create a travel diary of the train trip.*
- Performance Task/Event – *Students create visual travelogue of an imaginary three city tour of Spain by rail. They will also create a travel diary about their trip.*

The presentation includes:

- *information on the trip with a minimum of 6 slides (title, map of Spain, slide for each city with at least one point of interest illustrated, itemized cost of the train trip in pesetas and dollars)*
- *inclusion of the preterite tense in the oral presentation*

The travel diary includes:

- *description of how the tickets were obtained*
- *three separate entries chronicling what was done on the train*
- *three separate entries that explain what was seen and done in each city*
- *inclusion of the preterite tense as appropriate*
- *attractive appearance of the diary*

Scoring Guide

Un viaje por Espana en tren – PowerPoint Presentation

Criteria	Sobresaliente 5	Buenisimo 4	Bien 3	Necesita Trabajo 1
Content	Clearly explained trip with additional slides and information	Explained trip with six slides minimum to meet the project requirements	Explained trip with some detail; some elements missing (1-3)	Explained trip with little detail; many elements missing (4+)
Language	Perfect grammar and spelling	Any mistakes are minor and do no distort meaning	Problems in usage significantly distort the meaning	Lots of mistakes in grammar and spelling
Presentation	Exceptional visuals, graphics, diagrams, transitions; professional appearance	Visually attractive; uses space well	Adequate visuals, but not very interesting	Very weak visual components; poorly planned

Total _____ x 2 = _____/30

Scoring Guide

Un viaje por España en tren – Oral Presentation

Criteria	Sobresaliente 5	Buenísimo 4	Bien 3	Necesita Trabajo 1
Comprehensibility/ Pronunciation	Near native pronunciation; all parts of the presentation would have been easily understood by a native speaker	Most pronunciation was easily understood; most parts of the presentation would have been understood by a native speaker	Comprehensible but noticeable errors; some parts of the conversation would have been understood by a native speaker	Nearly or completely incomprehensible
Language Control	Perfect use of preterit and other structures	Very good; 1-2 errors	Good; 3-5 errors	Major errors
Fluency	Smooth delivery with no unnatural pauses	Smooth delivery with few unnatural pauses	Fairly smooth delivery with some unnatural pauses	Halting delivery with gaps and frequent hesitation
Performance – appearance, eye contact, creativity	Lively and enthusiastic; excellent eye contact; imaginative and unique; able to ad lib	Enthusiastic; good eye contact; original	General enthusiasm; some eye contact; evidence of some creativity	Low energy; limited eye contact; reads from screen; little creativity

Total ____/20

Scoring Guide

Un viaje por España en tren – Travel Diary

Criteria	Sobresaliente 5	Buenísimo 4	Bien 3	Necesita Trabajo 1
Content/ Comprehensibility	Clearly explained trip in detail; would have been easily understood by a native speaker	Explained trip in some detail; most would have been understood by a native speaker	Explained trip with few details; some parts would have been understood by a native speaker	Very little attention to detail; few parts of diary would have been understood by native speaker
Language Control	Perfect grammar and spelling	Any mistakes are minor; it does not distort meaning	Problems in usage significantly distort the meaning	Lots of mistakes in grammar and spelling
Use of Preterit Tense	Perfect use of preterit	Very good; 1-2 errors	Good; 3-5 errors	Major errors
Vocabulary	Extensive use of vocabulary beyond the targeted vocabulary	Used good variety of new and old vocabulary	Some use of current vocabulary; several key words missing	Poor use of vocabulary; could not remember terms
Appearance, organization and creativity	Exceeds all expectations; imaginative and unique; engaging organization	Fulfilled the assignment; very neat and original	Appears to have been completed in haste	No attention to producing a quality product

Total _____ x 2 = _____/50

Sue Hartman/TroyBuchanan High School/Troy, MO

Foreign Language Framework for Curriculum Development

Learning Scenario – Likes and Dislikes

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.2 Acquiring Information
- 5.1 School and Community

Likes and Dislikes with Key Pals

As an introduction to a unit about how we spend our days, novice Spanish learners discuss what type of information they would include if they were writing to a Spanish-speaking pen-pal for the first time. The vocabulary and structures necessary to complete this task, such as the verb *gustar*, the present tense, and vocabulary for sports, food, music, etc. are reviewed and practiced. Students survey each other about likes and dislikes and compile the information. They draw conclusions about what things their class likes and dislikes. To further clarify their understanding of what American teenagers like and dislike in general, students engage in class or small group discussions comparing things teenagers and adults like and dislike. Students write a letter to a Spanish-speaking pen-pal including the likes and dislikes of themselves, their class, and American teenagers in general. Finally, the class exchanges their messages with a Spanish-speaking class through e-mail

Reflection:

- 1.1 Learners engage in a class or group discussion and conduct surveys.
- 1.2 Learners read and understand e-mail messages from native speakers.
- 1.3 Learners write a pen-pal letter in Spanish.
- 2.1 Learners gain awareness of likes and dislikes and personal preferences of Spanish-speaking teens.
- 3.2 Learners initiate e-mail communication with native speakers.
- 5.1 Students use e-mail to communicate with others and to connect with the global community.

Note: Depending on the quality and quantity of information received from their key pals, students could make comparisons between the likes and dislikes of teens in their culture and in the target culture. If students do not have their own accounts, all e-mail messages can be sent from the teacher's account.

Foreign Language Framework for Curriculum Development

Unit Planner – Likes and Dislikes

Theme: Likes and Dislikes with Key Pals

Context

Use Spanish both within and beyond the school setting to acquire information about the relationship between the practices and perspectives of the culture studied by engaging in conversations about likes and dislikes and presenting/interpreting information through e-mail with native speakers.

Preparation Assessment

Interview activity with *gustar*

Written summary of interview activity using *gustar*

Fill-in the blank and multiple choice quiz over *gustar*

Performance Task/Event

Students write a letter in the target language to a native-speaker pen-pal discussing likes and dislikes.

National Goals

- | | |
|---------------|----------------------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of other Cultures |
| <u>Goal 3</u> | Connect with other Disciplines and Acquire Information |
| <u>Goal 5</u> | Participate in Multilingual Communities at Home and Around the World |

National Standards

- | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience or listeners or readers on a variety of topics. |
| <u>2.1</u> | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| <u>3.2</u> | Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |
| <u>5.1</u> | Students use the language both within and beyond the school setting. |

Missouri Progress Indicators

Novice Learner Range Students should be able to:

- 1.1b Ask and answer questions about biographical information and preferences.
- 1.1c State personal preferences and feelings.
- 1.2a Understand age-appropriate written material on familiar topics.
- 1.2d Comprehend the main idea of authentic pen-pal letter from a native speaker.
- 1.3e Write brief messages to pen-pals.
- 2.1c Identify some common likes and dislikes among teenagers in the target culture.
- 3.2a Ask and answer questions about materials intended for native speakers of target language.
- 5.1a Communicate on a personal level with speakers of the language via letters, e-mail.

Essential Skills/Knowledge

- Basic introductions and questions in Spanish
- Openings and closings for letters
- Using gustar to describe what you like and dislike
- Using gustar to describe what others like and dislike
- Question words
- Basic word processing skills
- Techniques to form accents and special characters on the computer

Instructional Strategies

- Brainstorming of things to include in the letter
- Example letter analyzed in class
- Students surveys conducted with questions written by students
- Written summary of classmates likes and dislikes
- Peer editing and review, letters could be written in pairs
- Handout about special characters on the computer (a, e, i, o, u, ?, !, n)

Resources/ Technology

- Internet e-mail account
- Resource for pen-pal connection such as www.epals.com or Keypal Club at www.mightymedia.com/keypals/

Time Frame

Initially 3 days of 55-minute periods, then ongoing throughout school year

Language

Spanish

Level

2

Foreign Language Framework for Curriculum Development

Performance Assessment – Likes and Dislikes

Theme: Likes and Dislikes with Key Pals

Preparation Assessments

- Selected Response – *assessment over the verb gustar*
- Closed Constructed Response – *assessment over the verb gustar*
- Open-Ended Constructed Response – *assessment in the form of informal surveys of classmates*

Final Assessment

- Context – *Present information on personal likes and dislikes to native speaker via e-mail*
- Performance Task/Event – *Students will write a letter in Spanish to a native speaker key pal using e-mail.*

Rubric

	Yes	No
Letter was completed on time		
Letter included information about personal likes and dislikes		
Correct form for letter was used		
The verb <i>gustar</i> was correctly used		
All directions were correctly followed		

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 2.1 Practices of Culture
- 3.1 Making Connections
- 3.2 Acquiring New Information
- 4.2 Cultural Comparisons
- 5.1 School and Community

Market Place

The students become merchants and clients in creating a market place for the purchase of food. In the role of merchant, they create store fronts that display items for their particular store with the prices and labels in the target language. They also make a newspaper ad for their store and receipts to give to their customers. In the role of buyer, they make a list of items needed to make a meal for two that includes an entree, vegetable, fruit, bread, beverage, and dessert. They are given \$50 in the currency of the country studied to spend at the market. Dialogs are written to show a purchase in a shop to ready them for market day. On market day, half of the class are merchants for 20 minutes as the others buy for their shopping list. Then the roles are reversed. This must be done in the target language. The students use verbs and vocabulary of buying and selling and food as well as the conversion of the two currencies. As a result of these tasks, they compare the cultures and practices of the culture.

Reflection:

- 1.1 Students engage in conversations, provide and obtain information.
- 1.2 Students understand and interpret written and spoken target language on food and purchasing.
- 2.1 Students acquire experience in using practices of target culture in purchasing and the use of currency.
- 3.1 Students reinforce and further their knowledge of other disciplines such as math and art through the foreign language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are used in the purchase of food in various markets.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- 5.1 Students use the language in a more natural, everyday setting.

Students who act as sellers and buyers increase their communication skills as well as their awareness of cultural differences and similarities. This unit can be adapted to levels of less difficulty with any language class.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: Market Place

Context

Outside the school setting, students engage in conversations, purchasing and selling items needed to prepare a meal for two. Students demonstrate understanding of target culture while reinforcing math and economic skills by acquiring information on converting money and marketing from an American system to that of the target culture.

Performance Task/Event

Students create stores, write ads, grocery lists, and role play buyer/seller in purchasing food items.

National Goals

- | | |
|---------------|----------------------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of other Cultures |
| <u>Goal 3</u> | Connect with other Disciplines and Acquire Information |
| <u>Goal 4</u> | Develop Insight into the Nature of Language and Culture |
| <u>Goal 5</u> | Participate in Multilingual Communities at Home and Around the World |

National Standards

- | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>2.1</u> | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| <u>3.1</u> | Students reinforce and further their knowledge of other disciplines through the foreign language. |
| <u>3.2</u> | Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |
| <u>4.2</u> | Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. |
| <u>5.1</u> | Students use the language both within and beyond the school setting. |

Missouri Progress Indicators

Pre-Advanced Learner Range Students should be able to:

- 1.1b Ask and answer a variety of questions that require elaboration and substantiation of opinions.
- 1.1d Suggest options and negotiate to solve a problem.
- 1.1e Ask for clarification and be able to paraphrase to ensure understanding.
- 1.2a Understand written materials on a wide variety of topics.
- 1.2b Use word forms, word order, contextual clues, and prediction to derive meaning.
- 1.2d Comprehend the main ideas and supporting ideas of authentic materials.
- 2.1a Interact in a variety of cultural contexts with sensitivity and respect.
- 2.1b Examine the role and importance of various activities within the cultures studied.
- 3.1c Combine information from other school subjects with information in target language in order to complete language classroom activities.
- 3.1d Exchange information orally and/or in writing, regarding topics that are being studied in other school subjects.
- 3.2a Use selected sources, both teacher-adapted and those intended for same-age speakers of target language.
- 4.2a Explore the relationship of products and perspectives in target culture and compare and contrast these with their own.
- 4.2b Explore the relationship of perspectives and practices in target culture and compare and contrast with their own.
- 5.1a Communicate orally or in writing with members of the target culture regarding topics or personal interest, community, or world concern.

Essential Skills/Knowledge

- Verbs of buying and selling
- Vocabulary of food
- Vocabulary of stores
- Conversion of foreign currency

Instructional Strategies

- Use Internet to find vocabulary on food and food stores
- Use overhead transparencies to practice food vocabulary
- Using current newspaper, find value of foreign currency and practice converting to American currency and back

Resources/ Technology

- Internet
- Newspaper
- Textbook
- Art supplies
- Market Place Simulation Guide

Time Frame

4 weeks (8 block) 8 sessions of 90 minutes

Language

German

Level

4

Market Place Simulation

This project will include visual, written and oral sections and will give you a chance to use your oral language skills on an impromptu basis in a more true to life situation.

- You will go shopping in food and beverage booths at the marketplace.
 - You must purchase enough food to make dinner for two people (an entree, fruit or vegetable, bread, cheeses, beverages and dessert).
 - You will have \$50 US (You must convert that to the currency of the chosen country).
 - Shop owners will have \$50 US in change
1. You and your partner are store owners. You will need to first decide what kind of store you own. We will choose these in class.
 2. You and your partner need to make a display poster for your store. The poster must include name of the store, 10 items appropriate to the type of store, all items labeled with the name of the item and price of the item in the native currency.
 3. You and your partner will need to make a newspaper ad. This will be the same as the display poster, but without pictures. This should tell us what you sell and how much at a minimum. This should be on an 8.5 x 11 piece of paper.
 4. You and your partner will need to make a receipt and duplicate these for enough for each customer. It should include the name of the store, lines for the customer's name, items purchased and total price of purchases.
 5. You and your partner will need to write a dialog to show a purchase made in your shop. Look up words for shopping and selling!
 6. Each person will need to make a shopping list. This list should include a list of items to make dinner for two. The list must include: entree, vegetable or fruit, bread, beverage and dessert.
 7. Everyone participates in the Market Place. This is the day of the actual shopping simulation. One partner works as the merchant selling, as one partner goes shopping. Shopping is a 20-minute time period during which NO ENGLISH is allowed. There will be a 5-minute break while partners change places. Then another 20-minute shopping period will take place.
 8. Students who hear others speaking English may take one of their 'English cards.'

Your grade will be based upon

50 points – Store Front Assessment (convert scoring guide to % of 50 points)

50 points – Final Project Tasks Assessment (convert scoring guide to % of 50 points)

Bonus points will be awarded for

- Spending all of your money on market day
- Having an accurate count of your money
- Selling the most on market day

Suggested shops

- | | |
|----------------|--------------------|
| • Fruit Market | • Vegetable Market |
| • Bakery | • Beverage Shop |
| • Butcher Shop | • Delicatessen |
| • Pastry Shop | • Grocery Store |
| • Dairy | • Dessert Cafe |
| • Fishmonger's | • Supermarket |

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: Market Place

Preparation Assessments

- Selected Response – *on vocabulary of food and shops*
- Closed Constructed Response – *on verbs of buying and selling*

Final Assessment

- Context – *Students engage in conversations buying and selling food items with storefronts demonstrating an understanding of comparison of the two cultures.*
- Performance Task/Event – *Students use the storefronts that they have created with a shopping list to buy and sell food to provide for a dinner for two*

Scoring Guide – Storefront Assessment

Criteria	3	2	1	0
Appearance	Extremely eye appealing, professional looking	Attractive, neat	Somewhat attractive or neat	Sloppy, effort not shown
Creativity	Creative with much original thinking and/or elaboration	Has creativity, original thinking, and/or elaboration	Little creativity or original thinking	Does not complete list as directed
Organization	Striking organization	Organized well	Fairly organized	Nothing in order, appears thrown together
Completeness	Contains required information, shows much extra effort with additional pictures	Contains required pictures and information with some additional	Contains required pictures and information	Missing some required pictures and information

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: Market Place

Preparation Assessments

- Selected Response – *on vocabulary of food and shops*
- Closed Constructed Response – *on verbs of buying and selling*

Final Assessment

- Context – *Students engage in conversations buying and selling food items with storefronts demonstrating an understanding of comparison of the two cultures.*
- Performance Task/Event – *Students use the storefronts that they have created with a shopping list to buy and sell food to provide for a dinner for two*

Scoring Guide – Final Project Tasks Assessment

Criteria	3	2	1	0
Dialog	Fulfills all requirements with creativity and no spelling or syntax errors	Does all elements required with few spelling or syntax errors	Fulfills some requirements and has several spelling and syntax errors	Does not complete assignment as directed
Shopping List	Complete list as directed with no spelling errors	Completes list as directed with few spelling and syntax errors	Completes list, but has several spelling and syntax errors	Does not complete list as directed
Newspaper Ad	Completes task as directed with creativity and no spelling or syntax errors	Completes task as directed with few spelling and syntax errors	Does minimal requirement, but has several errors and no creativity	Does not complete task as assigned and shows little effort
Receipts	Completes task as assigned using creativity	Completes task as assigned with few errors	Does minimal requirement, but has several errors	Does not complete task as assigned
Oral on Market Day	Superior communication; has used little or no English; has kept 8-10 'English cards'	Adequate communication; has kept 5-7 'English cards'	Minimal communication; has kept 1-4 'English cards'	Poor communication; uses English extensively; has kept no 'English cards'

Ramona Shaw/Steelville R-31/Steelville, MO

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 4.2 Cultural Comparisons
- 5.2 Lifelong Learning

Masks and Carnival

To experience a carnival celebration, students in a fourth level Spanish class make preparations and carry out a carnival celebration for other foreign language students in their high school. Students are shown a variety of videos, books, slides, Web sites and magazine articles about masks and carnival. Individually and in small groups, students discuss the historical relevance of masks and their use in various celebrations throughout the world. After learning carnival and mask vocabulary and reviewing the necessary grammar items and verb tenses to be able to present to all levels of Spanish, the students prepare an individual or small group presentation on carnival. This presentation should include background information on the country and city and various masks at carnival. This presentation may be in a variety of formats including, but not limited to, skits, songs, games, poems, and videos. Students make a paper mache mask to use as part of their performance at the celebration. After all pieces are in place, students have a carnival celebration that contains food, games, activities, parades and presentations. After the celebration, students compare their celebration that year with those throughout the world.

Reflection:

- 1.1 Students have conversations about various masks they encounter. They write a cinquain poem about their individual mask.
- 1.2 Students research Web sites in English and Spanish on their country, city, carnival celebration and mask.
- 1.3 Students do a performance on their assigned country at the carnival celebration.
- 2.1 Students learn the differences and similarities in carnival celebrations.
- 2.2 Students understand the use of masks in various celebrations.
- 3.1 Students learn to use search engines and Web sites in Spanish.
- 4.2 Students compare and contrast the use of masks in celebrations in the United States and throughout the world.
- 5.2 Students increase their resources by using the Spanish sites on the Internet

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: Mask and Carnival

Context

Students describe, learn purposes, compare, and express feelings and emotions upon viewing masks from different geographical locations and various cultures. After gaining knowledge, students plan and experience a carnival celebration that includes an oral/written presentation of the history and current carnival celebrations and individually created mask and poster.

Performance Task/Event

Students plan a carnival celebration for other foreign language students in their high school that contains food, games, activities and presentation. Students gain a general knowledge of the history of the carnival celebrations throughout the Spanish-speaking world.

National Goals

- Goal 1 Communicate in Languages other than English
- Goal 2 Gain Knowledge and Understanding of other Cultures
- Goal 3 Connect with other Disciplines and Acquire Information
- Goal 4 Develop Insight into the Nature of Language and Culture
- Goal 5 Participate in Multilingual Communities at Home and Around the World

National Standards

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret spoken and written language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Missouri Progress Indicators

Intermediate Learner Range Students should be able to:

- 1.1c State personal preferences and feelings with some explanation.
- 1.2a Understand selected written material on topics of personal interest.
- 1.2c Understand spoken and written language that incorporates familiar vocabulary and structures.
- 1.3d Tell a story incorporating some description and detail.
- 1.3e Write short compositions and letters
- 2.1c Identify some common beliefs and attitudes within the culture studied and compare them to their own beliefs and attitudes.
- 2.2a Compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture.
- 2.2c Identify some historical and contemporary influences from other cultures that impact today's society, such as the democratic form of government and environmental concerns.
- 3.1a Talk about topics from other school subjects such as geographical terms and concepts, scientific information, etc.
- 4.2c Hypothesize about the relationship between cultural perspectives and expressive products (e.g. visual and performing arts, both traditional and contemporary) by analyzing selected products from the target culture and their own.
- 5.2b Play sports and games from the culture.

Essential Skills/Knowledge

- Vocabulary – *celebrations, food, colors, descriptive adjectives*
- Structures – *Present and past tenses, adjective agreement*
- Culture – *History of carnival and current-day celebrations*
- Geography – *Spanish-speaking countries*

Instructional Strategies

- Verb tenses and grammar review and practice – *logical/mathematical*
- Learn carnival vocabulary by playing the game “Taboo” – *verbal/linguistic*
- Write cinquain poem – *verbal/linguistic and intrapersonal*
- Oral presentations for carnival – *bodily/kinesthetic, verbal/linguistic, interpersonal*
- Creation of paper mache mask – *visual/spatial and bodily/kinesthetic*
- Poster advertise carnival – *verbal/linguistic and visual/spatial*

Resources/ Technology

- Videos and books on masks and Puerto Rico – i.e.: *The Vejigante and the Folk Festivals of Puerto Rico* coloring book by Edwin Fontanez; *The Legend of the Vejigante* video by Edwin Fontanez; *Cut and Make Mexican Masks* by A.G. Smith and Josie Hazen; *Masks* by Elisabeth Peteul; *Masks-Teacher Resource Packet* by Nelson-Atkins Museum of Art, KC, MO; *Press Out Masks to Make and Decorate* by Vivien Franck and Deborah Jaffe.
- Web sites
http://www.auburn.edu/~jfdrake/teachers/gould/el_carnaval.html
<http://www.auburn.edu/~jfdrake/teachers/gould/carnaval.html>
<http://www.mpm.edu/collect/mask.html>
<http://www.cin.org/themes/masks.html>
http://www.pvcrafts.org/craft_archives/mask_link.html
<http://www.artsednet.getty.edu/ArtsEdNet/Resources/Aeia/cultur-lp.html>
<http://www.artswire.org/~kenroar/lessons/middle/masklessons.html>
<http://home.att.net/~tisone/masks.html>
<http://www.slam.org/maskmenu.html>

Time Frame

1 week on 4x4 block schedule
with daily 92-minute classes

Language
Spanish

Level
4

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: Masks and Carnival

Preparation Assessments

- Selected Response – *history of carnival quiz*
- Closed Constructed Response – *vocabulary quiz*
- Open-Ended Constructed Response – *cinquain poem describing completed mask*
- Performance/Task Event – *written/oral presentation on a carnival celebration; construct, paper mache, paint and decorate a vejigante mask for carnival; poster for advertising carnival*

Final Assessment

- Context – *Students describe, learn purposes, compare, and express feelings and emotions upon viewing masks and reading information on carnival celebrations from different geographical locations and various cultures. After gaining knowledge, students plan and experience a carnival celebration that includes an oral/written presentation that includes past and present carnival celebrations and individually created masks and posters.*
- Performance Task/Event – *Students plan a carnival celebration for other foreign language students in their high school that contains food, games, activities, and presentations. Students gain a general knowledge of the history of the carnival celebrations throughout the Spanish-speaking world.*

Scoring Guide for cinquain poem

Criteria	Exemplary (4)	Proficient (3)	Emerging (2)	Not Yet (1)
Vocabulary	Creative use of vocabulary	Uses targeted vocabulary well	Minimal use of targeted vocabulary	Failure to use targeted vocabulary
Spelling	Perfect	Very few errors	Some errors	Careless, numerous errors
Language Control	Near native, beyond scope of class	Variety of structures with few errors	Understandable but with some basic errors	Much repetition, errors impede comprehension; at beginning level
Appearance	eye-catching	Attractive, neat	Somewhat attractive, neat	Sloppy, minimal effort
Level of Study	Exceeds current level	At current level	At one level below current	At beginning level

Scoring Guide for oral/written presentation

Criteria	Exemplary (4)	Proficient (3)	Emerging (2)	Not Yet (1)
Vocabulary	Creative use of vocabulary	Uses targeted vocabulary well	Minimal use of targeted vocabulary	Failure to use targeted vocabulary
Spelling	Perfect	Very few errors	Some errors	Careless, numerous errors
Language Control (verbs & grammar)	Near native, beyond scope of class	Variety of structures with few errors	Understandable but with some basic errors	Much repetition, errors impede comprehension
Level of Study	Exceeds current level	At current level	At one level below current	At beginning level
Pronunciation (oral only)	Accurate throughout, near native	Understandable with very few errors	Some errors but still understandable	Poor pronunciation anglicized
Content – country, city, history of celebration, masks	Exceeds expectations	Meets all requirements	One requirement missing	Two or more requirements missing
Flair of Presentation (oral only)	Wowed audience	Kept attention of audience	Attention of audience fluctuated	Did not keep attention of audience

Scoring Guide for Mask (Completed by self, classmates, teacher)

Levels of Performance

- 4 – Exemplary
- 3 – Proficient
- 2 – Emerging
- 1 – Not Yet

Criteria

- _____ Design
- _____ Creativity
- _____ Color
- _____ Time on Task
- _____ Neatness
- _____ Overall Appearance

_____ / 24 **TOTAL**

Comments

Scoring Guide for Poster (Completed by self, classmates, teacher)

Levels of Performance

- 4 – Exemplary
- 3 – Proficient
- 2 – Emerging
- 1 – Not Yet

Criteria

- _____ Creativity
- _____ Design
- _____ Neatness
- _____ Color
- _____ Language Control (verbs and grammar)
- _____ Overall

_____ / 24 **TOTAL**

Comments

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 3.1 Making Connections
- 4.1 Language Comparisons
- 5.1 School and Community
- 5.2 Lifelong Learning

Rainbow Fish

The students read and discuss the story, “Der Regenbogengfisch” (Rainbow Fish) by Marcus Pfister. After discussion of the themes in the story, they produce their own children’s story with a theme and vocabulary to present to younger students. In order to do this, they learn verb forms; present tense, conversational and narrative past, and commands. They use the computer and dictionaries to create their stories. Art supplies and lamination are available to finish their products. As a result of these tasks, the students use writing skills that they have learned in English classes to write a story. They also compare English grammar tenses to those in German.

Reflection:

- 1.1 Students discuss German children’s literature and express feeling and emotions.
- 1.2 Students understand themes in a story.
- 1.3 Students present their stories to others.
- 3.1 Students reinforce and further their writing skills through storytelling.
- 4.1 Students demonstrate knowledge of grammar through comparisons of tenses in German and English.
- 5.1 Students are exposed to literature for personal enjoyment and enrichment.

Language skills are enhanced through study of literature, writing, and verbal presentations. The story was chosen for its simplicity as well as the verb tenses and commands in it. Any simple story that contains these elements can be used in any language class at this level.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: Rainbow Fish – Reading and Writing a Story

Context

Students use German for personal enjoyment and enrichment both within and beyond the school setting by interpreting written material from another culture by reading a children's story book, "Der Regenbogenfisch" by Marcus Pfister. They engage in conversations in order to exchange opinions. They reinforce writing and artistic skills to create their own story for use by younger students.

Performance Task/Event

Students write and illustrate a children's story in German.

National Goals

- Goal 1 Communicate in Languages other than English
- Goal 3 Connect with other Disciplines and Acquire Information
- Goal 4 Develop Insight into the Nature of Language and Culture
- Goal 5 Participate in Multilingual Communities at Home and Around the World

National Standards

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret spoken and written language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
- 4.1 Students demonstrate understanding of the nature of the language through comparisons of the language studied and their own.
- 5.1 Students use the language both within and beyond the school setting.
- 5.2 Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment.

Missouri Progress Indicators

Intermediate Learner Range Students should be able to:

- 1.1c State personal preferences and feelings with some explanation.
- 1.2a Understand selected written material on topics of personal interest.
- 1.2b Begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order.
- 1.3d Tell a story incorporating some description and detail.
- 3.1a Talk about topics from other school subjects such as geographical terms and concepts, scientific information, etc.
- 4.1b Recognize the role of dialect, slang, and age/status/gender-differentiated speech.
- 5.1c Participate in activities that benefit the school or community.
- 5.2a Read materials and/or use media from the target language for enjoyment or personal growth.

Essential Skills/Knowledge

- Verb tenses – *present, conversational past, narrative past, and commands*
- Vocabulary of stories
- Computer skills – *writing and illustrating a story*

Instructional Strategies

- Watch a video on a German fairy tale or story
- Use computer or dictionaries to find vocabulary
- Use grammar workbooks to find and practice tenses and commands
- Use computer to write and illustrate stories

Resources/ Technology

- Grammar workbook and textbook
- CD Rom or Internet
- Magazines or Internet for pictures
- Laminator
- Art Supplies

Time Frame

3 weeks (8 Block) 8 sessions of 90 minutes

Language

German

Level

3

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: Rainbow Fish – Reading and Writing a Story

Preparation Assessments

- Selected Response – *matching vocabulary quiz*
- Closed Constructed Response – *short answer on verb tenses and commands*

Final Assessment

- Context – *Students demonstrate writing and artistic skills using knowledge gained from reading a story in another language and culture.*
- Performance Task/Event – *Students write and illustrate story in another language demonstrating knowledge of grammar and story concept.*

Written Assessment – Story

Criteria	4	3	2	1	0
Overall Assignment	Superior completion of the assignment, content appropriate, ideas well-developed and well-organized	Task completed, content appropriate, ideas adequately developed	Partial completion of task, content mostly appropriate, ideas are undeveloped	Minimal completion of the task, content frequently inappropriate	Task not done
Level of Comprehension	Text easily understood, requires no further explanation by reader	Text understandable, requires little interpretation by reader	Text requires explanation in order to be understood by the reader	Text scarcely understood	Task not done
Degree of Complexity	Variety of complete sentences and of degrees of complexity	Attempts variety of complete sentences with some complexity	Use of complete sentences, some repetitive; few complex sentences	Use of complete, simple sentences yet repetitive	Task not done
Vocabulary	In depth use of vocabulary	Adequate and accurate use of vocabulary for this level	Vocabulary too basic for this level and used inaccurately	Inadequate or inaccurate vocabulary	Task not done
Grammar	Basic language structures and use of verb tenses well used	Apparent control of basic language structures	Use of basic language structures with few errors	Frequent misuse of language structures	Task not done
Mechanics	Few mistakes in spelling, accent marks, or punctuation	Some errors in spelling, accent marks, and punctuation	Several errors in spelling, accent marks, and punctuation	Many errors in spelling, accent marks and punctuation	Task not done

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 3.1 Making Connections

Las Recetas – Recipes ~ Now You're Cookin'

Students in a Spanish 3 class locate a recipe from a Spanish-speaking country. Students translate their recipe (Spanish and English), compile a class cookbook and present their recipes to class. As a final project, students give a presentation in which they demonstrate the preparation of the recipe using the formal command (Ud./Uds.) form as well as direct object pronouns in their presentation.

Reflection:

- 1.2 Students understand and interpret written and spoken language in cookbooks and student recipe presentations.
- 1.3 Students demonstrate how to prepare a recipe.
- 3.1 Students discuss food preparation and measurement topics.

Students develop skills in organizing and presenting information, addressing an audience formally, and preparing recipes from Spanish-speaking countries. Assessment strategies include observation of students at work, quizzes, written translation of recipes, and the final presentation.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: Las Recetas – Recipes ~ Now You're Cookin'

Context

Students further their understanding of English and Spanish language comparisons and interpret written language by translating a recipe from a Spanish-speaking country and listening to other student presentations.

Students reinforce and further their knowledge of other disciplines by preparing and presenting a recipe from a Spanish-speaking country.

Performance Task/Event

After students translate a recipe from a Spanish-speaking country, students demonstrate the preparation of the recipe in a short presentation to the class using the formal command form as well as direct and indirect objects.

National Goals

- Goal 1 Communicate in Languages other than English
Goal 3 Connect with other Disciplines and Acquire Information

National Standards

- 1.2 Students understand and interpret spoken and written language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.

Missouri Progress Indicators

Intermediate Learner Range Students should be able to:

- 1.2c Understand spoken and written language that incorporates familiar vocabulary and structures.
1.3b Write and deliver a short presentation.
3.1a Talk about topics from other school subjects such as geographical terms and concepts, scientific information, etc.
3.1b Comprehend short developmentally appropriate written or video materials in target language on topics being studied in other classes.
3.1c Present oral or simple written report in target language on topics being studied in other classes.

Essential Skills/Knowledge

- Vocabulary – *foods and cooking terminology*
- Structure – *formal “Ud./Uds.” commands, direct object pronouns*
- Culture – *foods from the Spanish-speaking world*

Instructional Strategies

- *La Telecocina de Diana* video – *visual/spatial and verbal/linguistic learner*
- *Simon dice* with formal commands – *kinesthetic learner*
- “El Cumpleanos de Timoteo” direct object chant – *rhythmic/musical learner*
- Read and interpret recipes from cookbooks and the Internet – *verbal/linguistic learner*
- Measurement/ingredients vocabulary flashcards and memory game – *interpersonal and logical/mathematical learner*
- Recipe Presentation – *verbal/linguistic and visual/spatial learner*

Resources/ Technology

- Cooking video using formal commands – *La Telecocina de Diana* by Teacher’s Discovery
- Internet recipe sources
- Various cookbooks
- Direct Objects Chant – *Cantos, Ritmos y Rimas : Chants, Rhythms & Rhymes for the Spanish Classroom* by Lonnie DaiZovi
- Measurement and Food/Cooking Flashcards by EMC – *Ideas practicas para la clase de espanol.*

Time Frame

3 weeks in a daily 50-minute class period

Language

Spanish

Level

3

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: Las Recetas – Recipes ~ Now You're Cookin'

Preparation Assessments

- Observation by teacher
- Student responses to questions
- Selected Response – *video quiz*
- Closed Constructed Response – *measurement/ingredients quiz; formal commands quiz; direct object quiz; worksheets*
- Open-Ended Constructed Response – *warm-up activities; paired practice; guided practice*
- Written recipe translations

Final Assessment

- Context – *Students present a recipe in a cooking demonstration.*
- Performance Task/Event – *Students present a cooking demonstration of a recipe from a Spanish-speaking country in a short presentation to the class using the formal command form as well as direct and indirect objects.*

Assessment Title – Las Recetas

Context – Students present a recipe in a cooking demonstration

Performance Task/Event – Students present a cooking demonstration of a recipe from a Spanish speaking country in a short presentation to the class using the formal command form as well as direct and indirect objects.

Criteria	Exceed Expectations (4)	Excellent (3)	Good (2)	Not Yet (1)
Comprehensibility	Near native pronunciation; all parts of the presentation would have been easily understood by a native speaker.	Most pronunciation was easily understandable; most parts of the conversation would have been easily understood by a native speaker.	Comprehensible but noticeable errors; some parts of the conversation would have been understood by a native speaker.	Nearly or completely incomprehensible; few parts of the conversation would have been understood by a native speaker.
Language Control	Near native fluency and use of structures beyond the scope of the class; correct use of formal commands and direct object pronouns.	Variety of language structures used with few errors; few errors in the use of formal commands and direct object pronouns.	Some structural problems; noticeable errors in the use of formal commands and direct object pronouns but easily understandable.	Frequent structural errors especially in the use of formal commands and direct object pronouns; understandable to a sympathetic listener.
Vocabulary	Extensive use of vocabulary beyond the targeted vocabulary.	Extensive use of targeted vocabulary.	Some use of targeted vocabulary.	Minimal use of targeted vocabulary.
Fluency	Smooth delivery with no unnatural pauses.	Smooth delivery with few unnatural pauses.	Fairly smooth delivery with some unnatural pauses.	Halting delivery with long gaps and frequent hesitation.
Presentation – creativity, props, appearance, organization	Near professional appearance; lively and enthusiastic; engaging organization and eye contact; imaginative and unique; required and creative props add dimension to project.	Original; very neat and organized; enthusiastic; good eye contact; required and original props add to project presentation.	Evidence of some creativity; some confusion in organization; general enthusiasm; some eye contact; all required props are used to explain cooking project.	Little creativity; careless appearance and difficult to follow; low energy; limited eye contact; props used bear little relationship to presentation, are used at inappropriate time or missing.

Robin G. Schlegel/Harrisonville High School/Harrisonville, MO

Foreign Language Framework for Curriculum Development

Learning Scenario – Restaurant Project

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Products of Culture
- 2.2 Practices of Culture
- 3.2 Making Connections
- 4.2 Making Comparisons
- 5.1 School and Community

“Le Dernier Restaurant” – The French Love Affair with Food

Food has always been an integral part of the daily lives of the French. Throughout history it has been the object of study for artists, writers, musicians, poets, playwrights, and filmmakers. Through the study of various works of art, literary works and film students will explore the presence of this most essential cultural element in the lives of the people who inhabit “l’hexagone.” They will discover one of the most intimate facets of the French soul.

After a thorough review of food and mealtime related vocabulary, the students will begin a performance project based on their studies of art, literature and film. They will also have spent time with food and restaurant review both in print and on the Internet. The premise of their project is the following – the Planning Commission for the City of Paris has just announced a contest to award the last restaurant space in the Latin Quarter. Of course, the students will need to do some demographic research about eating establishments in the Latin Quarter. The students’ task will be, in groups of 3 or 4, to come up with a proposal for the aforementioned restaurant. They will prepare a publicity portfolio to distribute to members of the Planning Commission the day of their presentation. Local advertising experts and restaurant critics will advise the students on the preparation of their publicity portfolio. The students will also consult with local French business people. They will need to decide on the kind of cuisine special to their restaurant as well as the interior design theme. The students making their proposal on a particular day will also have to prepare what they consider to be the signature dish of their menu, the recipe for which will also be included in the presentation materials.

Reflection:

- 1.1 Students will engage in conversations among themselves and with others about food preferences, attitudes, etc.
- 1.2 Students will listen to, view and read selections from print and electronic media about food in the lives of the French.
- 1.3 Students will present their final project to a group of their peers and field questions about their proposal.
- 2.1 Students will demonstrate an understanding of the way food is integrated into the lives of the French and how it is influenced by other aspects of their culture.
- 2.2 As they study what food is commonly eaten in France, students will begin to demonstrate a clearer understanding of the place it has in the lives of French people.
- 3.2 Students will begin to understand that the French consider food not only as a necessity, but also as a celebration.
- 4.2 Students will compare and contrast French attitudes towards food with their own.
- 5.1 Students will present and defend their proposal in front of a group of local business people.

Foreign Language Framework for Curriculum Development

Unit Planner – Restaurant Project

Theme: “Le Dernier Restaurant” – The French Love Affair with Food

Context

Students will show an understanding of the important place food occupies in the French cultural fabric and be able to identify, discuss and explain various mealtime practices in France. Students will apply this new understanding as they draw up plans for a restaurant, prepare a promotional packet and subsequently present their ideas to an audience of their peers and the community.

Performance Task/Event

Students in teams of 3 or 4 will prepare a packet of promotional materials for the restaurant they wish to open in the Latin Quarter of Paris. They will make their pitch to the city planning commission (their classmates) to convince them that they should be granted the last such business permit avail for at least the next 10 years. The team will field questions from the planning commission. In addition, each team will prepare what they consider to be the signature item from their menu.

National Goals

- | | |
|---------------|----------------------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of Other Cultures |
| <u>Goal 3</u> | Connect with other Disciplines and Acquire Information |
| <u>Goal 4</u> | Develop Insight into the Nature of Language and Culture |
| <u>Goal 5</u> | Participate in Multilingual Communities at Home and Around the World |

National Standards

- | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| <u>2.1</u> | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| <u>2.2</u> | Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| <u>3.2</u> | Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |
| <u>4.2</u> | Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. |
| <u>5.1</u> | Students use the language both within and beyond the school setting. |

Missouri Progress Indicators

Pre-Advanced Learner Range Students should be able to:

- 1.1a Students will discuss/debate choices for theme, etc. of a new restaurant to be established.
- 1.1b Students will be able to ask and answer questions about their proposed project.
- 1.1c Students will be able to substantiate their responses/opinions based on research.
- 1.1d Suggest options and negotiate solutions to solve a problem.
- 1.2a Understand written materials related to the place of food in French culture and their project at hand.
- 1.3a Students will prepare and present a promotional packet for their restaurant.
- 1.3b Make an oral presentation about their project to their peers.
- 1.3e Write a formal letter of intent/application to the city planning commission for their projected restaurant.
- 2.1b Students will examine the role of eating establishments from different cultures in the life of the Latin Quarter in Paris.
- 3.2c Students will further their comprehension of the concept of demographics presented in their regular social studies classes.
- 4.2c Compare and contrast French and American menu presentations.
- 5.1a Make an oral presentation of the written proposal for the restaurant project to local members of the target language community.

Essential Skills/Knowledge

- Identify and name various ethnic cuisines and specific food items
- Formulation of arguments to defend a position taken
- Persuasion
- Structures – *conditional sentences and situations requiring use of the subjunctive*
- Culture – *understand the important place food and communal mealtimes have in the lives of the French people*

Instructional Strategies

- Read “Le Diner a Seize Couverts” by Marguerite Duras and the passage about the “madeleine” from Marcel Proust’s “A la Recherche du Temps Perdu”
- Prepare synopses of verbs – *tenses necessary to form conditional structures*
- “If I were you ...” activity to practice conditional structures
- Restaurant/family meal role plays
- View the movie “Babette’s Feast”
- Prepare for and participate in a debate about the school district lunch program
- Internet research – *reviews for restaurants in the Latin Quarter*
- Write a short synopsis of information learned on the Internet
- Explain how to prepare a French dish
- Compare and contrast food/restaurant commercials in France and the United States
- Play Jeopardy to practice functional structures and vocabulary from the unit
- Write a letter of application/intent to the Paris City Planning Commission

Resources/ Technology

- Local French business people
- Pariscope magazine
- Internet
- Target language menus and restaurant reviews
- Video – “Babette’s Feast”
- Marcel Proust – “A la Recherche du Temps Perdu”
- Marguerite Duras – “Le Diner a Seize Couverts”
- Textbook – “Allons Voir” (Heinle and Heinle)

Time Frame

5-6 weeks (46-minute class periods)

Language

French

Level

4

Foreign Language Framework for Curriculum Development

Performance Assessment – Restaurant Project

Theme: “Le Dernier Restaurant” – The French Love Affair with Food

Preparation Assessments

- Selected Response – *multiple choice/verb correction exercises; multiple choice unit information check*
- Closed Constructed Response – *write sentences using vocabulary essential to the food study unit; reader response comprehension checks; contextualized verb quizzes over subjunctive and tenses of conditional constructions*
- Open-Ended Constructed Response – *application letter sent to the Paris City Planning Commission; synopsis of Internet research*

Final Assessment

- Context – *As they present their proposal for a new restaurant in the Latin Quarter, students engage in conversations among themselves and with others and exchange opinions. Students also present information, concepts and ideas related to their project.*
- Performance Task/Event – *Students in teams of 3 or 4 prepare a packet of promotional materials for the restaurant they wish to open in the Latin Quarter of Paris. They make their pitch to the City Planning Commission (their classmates and other invited guests) to convince them they should be granted the last such permit available for the next 10 years. The team fields questions from the Planning Commission. In addition, each team prepares what they consider to be the signature item from their menu to share with the Commission members.*

Collaborative Work Rubric – Borrowed from Nebraska Frameworks Document

Criteria	4	3	2	1
Workload equality	Workload shared equally	Workload somewhat unequal	Workload carried mostly by one or two students	Workload unequal - one student has done all of the work.
On task	All of the time	Most of the time	Some of the time	Little involvement; rarely on task
Interaction	Much discussion; shows respect for others	Some discussion; respectful of others	Little discussion; easily distracted; somewhat disrespectful of others	Shows little interest; disrespectful of others

Restaurant Portfolio Rubric

Criteria	4	3	2	1
Presentation	Appealing format and presentation; professional quality	Moderate appeal and attention to detail; careful work	Limited appeal and attention to detail; careless work	Hastily prepared; very little attention to detail; sloppy
Content	Contained all of the elements required	Contained a majority of the elements required	Contained some of the elements required	Contained few of the elements required
Language	Correct structure and vocabulary usage; message of project not	Few structural or vocabulary usage errors; does not interfere with comprehensibility	Several structural and vocabulary errors; impact and comprehensibility compromised	Numerous structure and vocabulary errors; negligible comprehension
Originality/ Creativity	Highly creative and original	Moderate creativity and originality	Occasionally creative and original	Lacks creativity and originality

Task Requirements – Restaurant Portfolios should include the following:

- A sheet of demographic information about the Latin Quarter
- A copy of the menu from the restaurant
- Recipe for the signature dish to be served the day of the presentation
- A description of the kind(s) of food to be served at the restaurant
- A description of the targeted clientele
- Schematic drawings of the interior of the restaurant as well as the exterior
- Any other supporting material the team deems necessary

Restaurant Presentation Rubric

Criteria	4	3	2	1
Performance Presence	Completely at ease; lively and enthusiastic; good eye contact	Fairly comfortable; generally enthusiastic; some eye contact	Somewhat uncomfortable; lacking in energy; little eye contact	Very uncomfortable; monotonous presentation; no eye contact; reads from cards
Presentation Content	Included all elements required	Included a majority of the elements required	Included some of the elements required	Included few of the elements required
Grammar & Vocabulary	Excellent command of grammar; extensive use of unit vocabulary	Few grammatical errors; some use of unit vocabulary	Several grammatical errors; minimal use of unit vocabulary	Extensive grammatical errors; no use of unit vocabulary
Pronunciation	Accurate; nearly native pronunciation	Very few pronunciation errors	Some errors with slight impact on comprehensibility	Poor pronunciation (anglicized)
Fluency & Comprehension	Smooth; natural delivery; easily understood	Fairly smooth delivery; understood	Many unnatural pauses in language flow impede comprehension	Halting delivery; long gaps; incomprehensible
Use of Visuals	Extensive; effective use of visuals	Moderately effective use of visuals	Marginally effective; limited use of visuals	Ineffective; negligible use of visuals

Application Letter Rubric

Criteria	4	3	2	1
Grammar	Above current level of study; no errors	Uses well what is being studied; very few errors	Some errors - subject/verb agreement; misused tenses	Many errors; severe agreement problems; limited tense use
Vocabulary	Creative; accurate use of unit vocabulary	Vocabulary usage consistent with present level of study	Some use of current vocabulary; several key words missing	Minimal use of unit vocabulary; many words used incorrectly
Spelling	Perfect	Almost always correct	Some spelling errors	Many spelling errors
Effort	Effort exceed all expectations	Basic requirements met	Appears to have been completed in haste	No attention given to producing a quality piece

Task Requirements – The application letter should include all of the following:

- Culturally appropriate salutation and closing
- A brief statement of intent
- A short description of the planned restaurant
- Sufficient justification for the project to be chosen
- A list of people to be contacted for references
- Grammatically correct and clear language

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 4.2 Cultural Comparisons

Back to School! School and Class Schedules

Students discuss their schedules, classes, teachers and grades in order to help an exchange student in scheduling his/her own classes. Students also inquire about classes, school routines, and customs in the exchange student's home country. Students use school vocabulary, the verb *ser*, present tense -ar verbs, time expressions, and descriptive adjectives. They research and compare the customs and school systems of the target culture.

Reflection:

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Many schools in the United States host foreign exchange students. Students increase their communication skills as well as their awareness of cultural differences and similarities. This unit can be adapted to any first year language class.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: Back to School! — School and Class Schedules

Context

Students acquire information, engage in conversations, and convey information about school and class schedules. Students demonstrate understanding of the concept of school culture through comparison of the culture studied and their own.

Performance Task/Event

Students engage in a role-playing conversation which includes students asking and answering questions and expressing opinions about their classes, classes schedules, and teachers, using student-created class schedules.

National Goals

- Goal 1 Communicate in Languages other than English
- Goal 4 Develop Insight into the Nature of Language and Culture

National Standards

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret spoken and written language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Missouri Progress Indicators

Novice Learner Range Students should be able to:

- 1.1a Carry on a short conversation about personal interests.
- 1.1b Ask and answer questions about personal interests.
- 1.2b Use previous classroom experience with the language to understand its spoken forms.
- 1.2c Understand spoken and written language that has strong visual support.
- 1.2d Comprehend the main idea of selected authentic materials.
- 1.3a Dramatize dialogues.
- 4.2b Compare simple patterns of behavior or interaction in a social and cultural (school) setting.

Essential Skills/Knowledge

- Structure – *present tense -ar verb endings, ser, noun / adjective agreement, and telling time*
- Vocabulary – *school subjects, numbers, and adjectives*
- Culture – *Comparison of grading systems, educational systems, and customs*

Instructional Strategies

- Vocabulary (such as BIENVENIDOS, Ch. 2 & 3)
- Grammar (such as BIENVENIDOS, Ch. 2, ser, plurals, time; Ch. 3 –ar verbs)
- Use Power Point and play clocks to present and practice time.
- Use song to review numbers and chant to review conjugations.
- Use Quia.com games on Smartboard to review vocabulary.
- Chart actual schedules using vocabulary and time.
- Use dice game to practice conjugation of ser and –ar verbs.
- Use role-playing and pair work for practice and performance task.
- Read and interpret schedules, grade cards, and articles about educational systems and customs in Spanish speaking nations.

Resources/ Technology

- School vocabulary lists and contexts, such as BIENVENIDOS, Glencoe McGraw Hill, Ch. 2-3.
- Conversation practice, such as conversation cards, Ch. 2-3 BIENVENIDOS.
- School related video, such as BIENVENIDOS, Ch 2-3.
- Computers, Internet, Hispanic School Websites, Smartboard, TV, VCR

Time Frame

3 weeks (10 Block) 8 sessions of 75 minutes

Language

Spanish

Level

1

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: Back to School! – School and Class Schedules

Preparation Assessments

- Teacher Observation
- Student Oral Responses
- Selected Response – *quiz on -ar verb endings and ser*
- Closed Constructed Response – *vocabulary and verb quizzes; worksheets*
- Open Ended Constructed Response – *paired practice conversations; guided oral and written practice; schedules (rough draft)*

Final Assessment

- Context – *Students present dramatized dialogues based on student composed class schedules.*
- Performance Task/Event – *Students engage in role-playing conversation, which includes students asking and answering questions and expressing opinions about their classes, class schedules, and teachers; using student-created class schedules.*

Checklist for Student-created Schedules

	Si	No
Completed on Time		
Correct Course Titles and Times		
Realistic Format and Neatness		

Rubric for Back to School! – School and Class Scheduling

Context – Students present dramatized dialogues based on student-composed class schedules.

Performance Task/Event – Students engage in role-playing conversation, which includes students asking and answering questions and expressing opinions about their classes, class schedules, and teachers; using student-created class schedules.

Criteria	Fantastico (4)	Bravo (3)	Bueno (2)	No Todavía (1)
Performance Presence	At ease; lively; enthusiastic; good eye contact	Fairly comfortable; generally enthusiastic; some eye contact	Fairly uncomfortable; lacking energy; little eye contact	Very uncomfortable; monotonous; reads from cards; very little or no eye contact
Presentation Content	Included all required elements	Included most of the required elements	Included some of the required elements	Included few of the required elements
Grammar and Vocabulary	Excellent use of grammar and appropriate vocabulary	Few grammatical errors; acceptable use of vocabulary	Several grammatical errors and minimal appropriate use of vocabulary	Extensive grammatical errors; little or no appropriate use of vocabulary
Pronunciation	Accurate; nearly native	Very few errors	Some errors with some impact on comprehensibility	Poor pronunciation; difficult to understand
Fluency and Comprehension	Smooth; natural; easily understood	Fairly smooth; understood	Many unnatural pauses; comprehension impeded	Halting, long pauses; often incomprehensible
Use of Visual Aids or Props	Extensive; effective	Moderately effective	Marginally effective; limited	Ineffective; negligible

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.2 Products of Culture
- 3.2 Acquiring Information
- 5.2 Lifelong Learning

Sports and the Olympic Games

Sports et les Jeux Olympiques

Students in a high school French IV-V class are studying a sports and leisure activities unit. The unit coincided with the Sydney 2000 Olympic Games. The students begin their study with an introduction and/or review of sports-related vocabulary, using a variety of vocabulary acquisition activities. Students discuss their own sports activities and interests in pair work. Students then read and discuss various cultural readings about sports in France, including the Tour de France cycling race. They also learn about a few of the well-known French athletes from soccer, tennis, and cycling. Students spend some time in the computer lab, accessing the Internet and finding French-language Olympic sites. They research a favorite Olympic sport to learn more about the event from the French journalists, and about a female and a male French athlete involved in that sport. They read several short articles in French on the Olympics and discuss the mascots in French. They also review the future and conditional verb forms; using the conditional to discuss a trip to the Olympics by saying what they would do, both as a spectator and as an athlete. After the Olympics have ended, students return to the computer lab to research a French Olympic medalist and prepare an oral presentation and poster about that athlete. As a culminating activity, the students present their research in French to their classmates. All students take notes on a specially provided chart and are required to ask the presenter questions about the athlete.

Reflection:

- 1.1 Students discuss sports and leisure activities, provide and obtain information about their chosen athlete, describing their sports preferences.
- 1.2 Students listen to taped conversations discussing sports in France and answer questions. They also read and discuss various articles about sports in France.
- 1.3 Students prepare and present orally a report on a French Olympic medalist.
- 2.2 Students read articles and discuss the Tour de France and other famous French sports figures.
- 3.2 Students research a French Olympic athlete on the Internet, using French sites and reading news articles written by French journalists intended for a Francophone audience.
- 5.2 Students consult several French-language web sites to get the information necessary.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: Sports and the Olympic Games – Sports et les Jeux Olympiques

Context

Students will acquire and convey information about French Olympic athletes participating in the Sydney, 2000 Olympic Games. Students will research an athlete through the use of the Internet and report the results in a poster and as an oral presentation to the class.

Performance Task/Event

Students will research and present to the class a report about a French Olympic medallist of the Sydney, 2000 Games. The report will include biographical data and competition statistics. Students will also create a poster about their athlete and the sport, which will be used in the presentation and later displayed on the classroom wall.

National Goals

- | | |
|---------------|----------------------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of Other Cultures |
| <u>Goal 3</u> | Connect with other Disciplines and Acquire Information |
| <u>Goal 5</u> | Participate in Multilingual Communities at Home and Around the World |

National Standards

- | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| <u>2.2</u> | Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| <u>3.2</u> | Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |
| <u>5.2</u> | Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. |

Missouri Progress Indicators

Intermediate Learner Range Students should be able to:

- 1.1b Ask and answer a variety of questions, giving reasons for their answers.
- 1.2c Understand spoken and written language that incorporates familiar vocabulary and structures.
- 1.3b Write and deliver a short presentation about a French athlete.
- 2.2b Identify major contributions and historical figures from the French culture that are significant in the world today.
- 3.2a Read, watch, listen to, and talk about materials intended for native speakers of French.
- 5.2c Consult various sources in the language to obtain information on topics of personal interest.

Essential Skills/Knowledge

- Vocabulary – *sports-related*
- Structures – *future and conditional verb endings and irregular stems*
- Techniques for researching and evaluating information found on the Internet
- Culture – *Cycling and the Tour de France, Olympic sports names in French*

Instructional Strategies

- Vocabulary activities, games and flashcards. Teacher-created crossword puzzles.
- Grammar activities to practice the future and conditional verb forms.
- Read in French a variety of level-appropriate articles about sports in France.
- Read in French about the Olympic games, the French participating athletes, and the mascots.
- Read in French about the Tour de France and the sport of cycling.
- Listen to several taped native conversations about sports, the Tour de France, Olympics.
- Write a journal entry using the conditional explaining what the student would do if they were to participate in the Olympics, be a spectator, win/lose a medal, etc.
- Pair work conversations about sports, their sports activities, the school teams, watching the Olympic games on television, etc.
- Use the Internet to research the French Olympic athletes, follow their activities, and report the results of their events.
- Design a poster for the oral presentation depicting the athlete and his sport.

Resources/ Technology

- Scholastic News articles from *Chez Nous* and *Ça Va* about the Tour de France and the Olympics
- Various articles on sports in France
- Articles about sports from *Authentic* newspaper
- Teacher-created vocabulary activities
- Access to Internet computer lab to research the Olympic athletes.

Time Frame

3-4 weeks (alternating days, 2-hour block classes)

Language

French

Level

3,4,5

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: Sports and the Olympic Games – Sports et les Jeux Olympiques

Preparation Assessments

- Selected Response – *sports vocabulary quiz; match synonyms, meanings, etc.*
- Closed Constructed Response – *fill in the blank with the correct future and conditional forms of the verbs.*
- Open-Ended Constructed Response – *listening activities that require paraphrased answers; research on the Internet seeking a variety of biographical information about the various French athletes*

Final Assessment

- Context – *Students will acquire and convey information about French Olympic athletes participating in the Sydney, 2000 Olympic Games. Students will research an athlete through the use of the Internet and report the results in a poster and as an oral presentation to the class.*
- Performance Task – *Students will research and present to the class a report about a French Olympic medallist of the Sydney, 2000 Games. The report will include biographical data and competition statistics. Students will also create a poster about their athlete and the sport, which will be used in the presentation and later displayed on the classroom wall.*

Oral Presentation – French Olympic Champions

Students will introduce to classmates a winning French Olympic athlete to include:

- ✓ a physical description to include details such as height, weight, age, etc.
- ✓ personality traits (both good and bad) if possible
- ✓ successes and failures in the sport in general and at the Olympic Games
- ✓ the athlete's specialty within the sport (downhill, cross country skier, etc.)
- ✓ interesting details about the event (records, the athlete's remarks concerning his/her victory, etc.)

Presentations will be in French, 3-5 minutes, well organized with an interesting introduction and conclusion, including as many details mentioned above as available. Students may consult other web sites for additional information. Reference notes should be kept to a minimum, in outline form and referred to only infrequently. Posters should be neatly prepared in French, easily read, including a picture of the person or his/her participation in the event, results of the Olympics, facts about the person and his sport, etc. Once presented, they will be displayed in the hallway outside the classroom.

Presentation Scoring Guide

Criteria	Excellent 10, 9	Average 8, 7, 6	Needs Work 5, 4, 3, 2, 1, 0	Points
Task/Message	Information is engaging and comprehensible; introduction and conclusion are effective; interesting anecdotes or examples have been included; a distinct picture of the athlete and his/her results.	Information presented is mostly comprehensible and interesting, but sometimes basic; introduction and conclusion are somewhat effective; some anecdotes or examples have been included; athlete has been fairly well represented.	Difficulty understanding the information; details are lacking or very basic; introduction and conclusion are not evident; a stranger would have difficulty learning about the athlete and his sport.	x 2 = 20
Presentation	Thoroughly presented with confidence, eye contact with audience, voice is heard easily; well rehearsed, fluid with no hesitations; rarely refers to notes.	Adequately presented, information is mostly correct; some hesitations; refers frequently to notes, occasionally reading from them; more preparation needed to be more interesting; has to be encouraged to look at audience or speak clearly.	Student does not present information to the class or presentation shows total lack of preparation; information incorrect; frequent hesitations, read from notes almost exclusively; rarely makes eye contact, can't be heard.	x 2 = 20
Visuals	Information is presented creatively and accurately; materials are superior in quality; obvious effort; all sources cited.	Information is accurate and fairly clear; representation is average (fine but no frills); most sources cited.	Presentation materials are inaccurate, poorly designed; no creativity, confusing; no sources cited.	x 2 = 20
Language	Obvious attempt to use new vocabulary, idiomatic expressions, variety; few or no grammatical errors; pronunciation facilitates communication.	Some variety, some use of new vocabulary attempted; some errors in grammar usage; pronunciation sometimes interferes with communication.	Basic vocabulary with no effort to include new vocabulary; frequent errors in usage, simple structures only; many pronunciation errors.	x 3 = 30
Deadlines	Poster turned in on time; student ready to present.	Poster is incomplete, student is mostly ready to present.	Student is not ready to present; no poster or mostly incomplete.	= 10

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons

Presse Petit Prince – A Student Produced Magazine

Advanced French Students (usually third year students) have just thoroughly read and studied *Le Petit Prince*. As a final project to show that they possess a global understanding of the characters, plot, and themes of the book,

they each prepare one section of a “magazine” they put together as a class. To prepare for the magazine production we look at various French magazines, comparing and contrasting them with their American counterparts, noting types of articles as well as formats. After we brainstorm a list of possible article types, they each make a selection based on personal interest, and write an article or section that they design and produce using Power Point. Some examples of sections chosen may include: Sports, recipes, horoscopes, fashion, advertisement, short stories, nonfiction articles, news items, etc. Their final project may include information and pictures gleaned from the Internet and should reflect their knowledge and understanding of *Le Petit Prince*.

Reflection:

- 1.2 Students research web sites that are in French to find out necessary information related to *Le Petit Prince*. They also peruse French magazines to understand the titles and gist of various articles and sections. Of course, they have also read *Le Petit Prince*.
- 1.3 Students write a magazine article showing a connection to the story.
- 2.1 Students learn how the different types of French magazines are structured and what types of articles are prevalent.
- 2.2 Students look at various French magazines.
- 3.1 Students gain experience using the Internet as a research tool. They use and advance their experience with Power Point. They also reinforce literary concepts learned in Communication Arts.
- 3.2 Students get information from web sites in French, learn from magazines written in French, and use information and quotations from *Le Petit Prince* itself.
- 4.2 The students compare and contrast similar French and American magazines.

This scenario could be adapted to other literary works, including short stories and films. It is, however, best suited for upper level classes who have the necessary writing skills and background literary knowledge. The finished product is a Power Point presentation that is also printed off for the students to have a “magazine” they can take home.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: *Presse Petit Prince* – A Student Produced Magazine

Context

Students understand and interpret *Le Petit Prince*, acquiring information and recognizing the distinctive viewpoints available through French.

Students understand and interpret a sampling of French magazines, such as *Marie-Claire* and *Paris Match*, demonstrating an understanding of their structure, content, and cultural differences from similar American magazines.

Students use French to understand and interpret web sites related to *Le Petit Prince*, reinforcing and furthering their Internet research skills.

Students present a magazine article, printed as a Power Point presentation, that reflects the plot, themes, and characters in the story, reinforcing and furthering their computer skills and knowledge of literary concepts.

Performance Task/Event

After having read and studied *Le Petit Prince*, to show they possess a global understanding of the characters, plot, and themes of the book, they each prepare a magazine article or section, in French, modeled after those they have seen in authentic French magazines. The final product is put together, using PowerPoint, into a magazine format.

National Goals

- | | |
|---------------|---------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain knowledge and understanding of other cultures. |
| <u>Goal 3</u> | Connect with other disciplines and acquire information. |
| <u>Goal 4</u> | Develop Insight into the Nature of Language and Culture |

National Standards

- | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <u>1.2</u> | Students understand and interpret written and spoken language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| <u>2.1</u> | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| <u>2.2</u> | Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| <u>3.1</u> | Students reinforce and further their knowledge of other disciplines through the foreign language. |
| <u>3.2</u> | Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |
| <u>4.2</u> | Students demonstrate an understanding of the concept of culture through comparisons of the cultures studied and their own. |

Missouri Progress Indicators

Intermediate Learner Range Students should be able to:

- 1.2d Comprehend the main idea and some supporting ideas of selected authentic material.
- 1.3e Write short compositions and letters.
- 2.1c Identify some common beliefs and attitudes within the cultures studied and compare them to their own beliefs and attitudes.
- 2.2a Compare objects and symbols from other cultures to those found in their own culture.
- 3.1a Talk about topics from other schools subjects.
- 3.2a Read age and developmentally appropriate materials intended for native speakers of the target language.
- 4.2c Hypothesize about the relationships between cultural perspectives and expressive products by analyzing selected products from the target culture and their own.

Essential Skills/Knowledge

- Vocabulary – *specific vocabulary related to Le Petit Prince.*
- Structure – *a variety of tenses and moods commonly acquired by the end of French III.*
- Culture – *French magazine structure and content as well as historical background information on Le Petit Prince.*
- Interdisciplinary Skills – *Internet research, downloading Internet pictures, basic keyboarding skills, and PowerPoint presentations.*

Instructional Strategies

- Lecture
- Partner activities
- Group discussions
- Worksheets
- Modeling
- Hands-on computer instruction
- Research
- Work time.

Resources/ Technology

- *Le Petit Prince*
- A variety of French magazines
- Computers with Internet access and the PowerPoint program
- Color printers
- Data projector or Net TV.

Time Frame

Approximately 2 - 3 weeks is necessary to put the articles together. They need 1 -2 days of introduction, including the comparing and contrasting of French and American magazines, 3 -4 days to learn PowerPoint, and about 5 -8 days to complete their article.

Language

French

Level

3

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: *Presse Petit Prince* – A Student Produced Magazine

Preparation Assessments

- Selected Response – vocabulary quizzes, matching quotes with characters, daily spot-check reading quizzes
- Closed Constructed Response – fill in the blank general quiz over the book; short answer survey worksheet comparing and contrasting French and American magazines
- Open-Ended Constructed Response – open-ended questions about scenes from the book
- Performance Task/Event – in groups, students act out scenes from the book, particularly the planet scenes

Final Assessment

- Context – Students understand and interpret *Le Petit Prince*, acquiring information and recognizing the distinctive viewpoints available through French; Students understand and interpret a sampling of French magazines, such as *Marie-Claire* and *Paris Match*, demonstrating an understanding of their structure, content, and cultural differences from similar American magazines; Students use French to understand and interpret web sites related to *Le Petit Prince*, reinforcing and furthering their Internet research skills; Students present a magazine article, printed as a Power Point presentation, that reflects the plot, themes, and characters in the story, reinforcing and furthering their computer skills and knowledge of literary concepts.
- Performance Task – After having read and studied *Le Petit Prince*, to show they possess a global understanding of the characters, plot, and themes of the book, they each prepare a magazine article or section, in French, modeled after those they have seen in authentic French magazines. The final product is put together, using PowerPoint, into a magazine format.

Criteria	Superbe 5, 4	Acceptable 3, 2	Oh La La 1, 0
Mechanic (Rough Draft) x 4	Few or no grammatical or spelling errors	Some grammatical errors, but doesn't impede comprehension	Many errors, making the sentences difficult to understand
Content x 2	Carefully reflects at least one literary element (plot, theme or character) of the book and demonstrates correct journalistic style for the chosen article or section	Either adequately reflects at least one literary element or correctly demonstrates the journalistic style for the chosen article or section	No literary element is reflected and the content does not fit the chosen theme of article
PowerPoint Slide(s) x 2	Follows directions and has all required elements of the PowerPoint Slide and exhibits creativity; two or more pictures downloaded from the Internet; text and title in French	Has three of the four required elements	Has two or less of the required elements

Julie M. Halsey/Oak Park High School/Kansas City, MO

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 3.2 Acquiring Information
- 4.1 Language Comparisons
- 4.2 Cultural Comparisons

Parlons – Une Conversation de Telephone *Let's Talk – A Telephone Conversation*

First quarter French students are randomly chosen to conduct a short telephone conversation in the target language. They greet each other appropriately, use appropriate phone etiquette, respond and ask questions about likes and dislikes, exchange a third party's phone number, ask for clarification, extend or refuse an invitation and conclude with appropriate farewells. Ideally, the phone conversation would be videotaped.

Reflection:

- 1.1 Students converse in the target language in order to exchange information.
- 1.2 Students respond to questions and comments in the target language and watch a videotaped phone conversation in the target language.
- 1.3 Students present opinions, feelings and information.
- 2.1 Students gain knowledge about phone etiquette in the target culture.
- 3.2 Students use video and printed materials to prepare their phone conversation.
- 4.1 Students use their native language to enhance comprehension of spoken language.
- 4.2 Students compare differences between phone etiquette in their native culture and the target culture.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: Parlons – Une Conversation de Telephone (Let's Talk – A Telephone Conversation)

Context

Students acquire information and engage in conversation about likes and dislikes during a simulated phone conversation. Additionally, students extend and/or refuse an invitation. Students identify common cultural practices as they relate to telephone usage in the target culture.

Performance Task/Event

Students engage in an unscripted phone conversation which must include the following components: greetings, likes and dislikes, an extension or refusal of an invitation, exchange of a third party's phone number, request for clarification of information and farewells. Students demonstrate awareness of the cultural nuances related to phone usage in the target culture.

National Goals

- | | |
|---------------|---------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of Other Cultures |
| <u>Goal 3</u> | Connect with other Disciplines and Acquire Information |
| <u>Goal 4</u> | Develop Insight into the Nature of Language and Culture |

National Standards

- | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| <u>2.1</u> | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| <u>3.2</u> | Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |
| <u>4.1</u> | Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. |
| <u>4.2</u> | Students demonstrate understanding of the concept of culture through comparisons of cultures studied and their own. |

Missouri Progress Indicators

Novice Learner Range Students should be able to:

- 1.1a Carry on a short conversation about personal interests.
- 1.1b Ask and answer questions, including biographical information.
- 1.1c State personal preferences and feelings.
- 1.1e Ask for repetition and repeat to ensure understanding.
- 1.2b Use previous classroom experience with language to understand its spoken and written forms.
- 1.3a Dramatize songs, short poems or dialogues, videos and radio broadcasts.
- 2.1a Observe and imitate appropriate patterns of behavior such as greetings or gestures used with friends and families in the cultures studied.
- 2.1c Identify some common beliefs and attitudes within the cultures studied such as social etiquette or the role of the family.
- 3.2a Read, watch, listen to, ask and answer questions about age and developmentally appropriate materials intended for native speakers of target language.
- 4.1a Cite examples of cognates that enhance comprehension of spoken and written language.
- 4.2a Compare and contrast tangible products of the target and native cultures.
- 4.2b Compare simple patterns of behavior or interaction in various school and cultural settings.

Essential Skills/Knowledge

- Vocabulary – *numbers, greetings, farewells, verbs*
- Structures – *patterns for expressing likes and dislikes*
- Culture – *phone etiquette, format of phone numbers in the target culture*

Instructional Strategies

- Memory song for numbers – *rhythmic/musical learner*
- Videotape of phone conversation – *visual/spatial learner and verbal/linguistic learner*
- Interpret a page of a phone book from the target culture – *intrapersonal learner*
- Charades for common verbs – *bodily/kinesthetic learner*
- Pair work for practice telephone conversations – *interpersonal learner*
- Memory work on vocabulary and structures – *verbal/linguistic learner*
- Presentation of telephone conversation – *interpersonal learner*
- Vocabulary games – *verbal/linguistic learner*

Resources/ Technology

- Textbook
- Workbook
- Video segment of phone conversation
- Television
- VCR
- Sample page from telephone book in target culture
- Teacher-created handouts
- Vocabulary flashcards
- Telephones

Time Frame

Approximately ten 75-minute lessons

Language

French

Level

1

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: Parlons – Une Conversation de Telephone (Let's Talk – A Telephone Conversation)

Preparation Assessments

- Selected Response – *vocabulary quizzes (numbers, greetings, farewells, verbs)*
- Closed Constructed Response – *grammar structure quiz on expressing likes and dislikes; listening comprehension quiz on content of authentic video of a phone conversation*
- Open-Ended Constructed Response – *culture quiz comparing and contrasting phone etiquette in the native and target cultures*

Final Assessment

- Context – *As students engage in an unscripted phone conversation, they exchange information, express feelings and emotions and exchange opinions.*
- Performance Task – *Students engage in an unscripted phone conversation which must include the following components: greetings, likes and dislikes, an extension or refusal of an invitation, exchange of a third party's phone number, request for clarification of information and farewells. Students demonstrate awareness of the cultural nuances related to phone usage in the target culture.*

Scoring Guide

Criteria	Superbe	Tres Bien	Acceptable	Plus D'Effort
Comprehensibility	Easily understood	Errors do not interfere with understanding	Difficult to understand	Incomprehensible
Fluency/ Pronunciation	Smooth delivery; native intonation and pronunciation	Occasional pauses; few pronunciation/ intonation errors	Unnatural pauses; some errors but still understandable	Poor pronunciation; long pauses
Accuracy (Grammar & Vocabulary)	No errors	Insignificant errors	1 -2 major errors	Three or more major errors which distracted the audience significantly
Content	Exceeds requirements	Meets requirements	One topic omitted	Two or more topics omitted
Culture	Appropriate phone etiquette was employed for the target culture	Appropriate phone etiquette for the target culture was attempted, but not always successful	Only minor evidence of use of the target culture's phone etiquette	Phone etiquette from the native culture was employed

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons
- 5.1 School and Community
- 5.2 Lifelong Learning

Travel Guides – Archaeological Sites of Mesoamerica

Students in an advanced Spanish class discuss careers that require knowledge of Spanish and a familiarity with Hispanic cultures. They are assigned to be imaginary tour guides who each has expertise with one archaeological site: Chichen Itza, Uxmal, Teotihuacan, Tenochtitlan, Palenque, Tikal, Monte Alban, Tula, El Tajin, Tulum, or Copan. They prepare an exhibit for the school display case that advertises and encourages travel to the sites.

To prepare for research, students view videos about the archaeological sites and songs and dances associated with the indigenous peoples who inhabited them. They read legends from these Indian civilizations and discuss how beliefs may have influenced the construction of their ancient cities. They read recent Spanish magazine and newspaper article about the cultural significance and modern importance of the sites as tourism destinations.

Then they use the library and the Internet to research their archaeological sites, keeping a journal of their findings. They visit a local travel agency to gain an understanding of the cost of travel to the sites, to find out what types of tours are currently available, and to collect outdated brochures that they may use for pictures in their projects. They also inquire about career opportunities and preparation necessary for employment in the travel industry.

They discuss and compare their findings with other class members, and together they create an exhibit that includes a timeline depicting the rise and decline of various Indian civilizations that inhabited the archaeological sites, a pictorial map showing the locations of the sites and travel routes to them, drawings and pictures of the dress of the indigenous peoples, mock pyramids and drawings of the sites, travel posters and advertisements, and travel brochures in both English and Spanish. These are placed in the school display case for parent night.

Each student prepares a written summary of his or her research for other class members and the teacher. Then each student presents an oral “guided tour” of his site, answering impromptu questions for his “traveler” classmates.

Reflection:

- 1.1 Students work in cooperative groups to discuss the various archaeological sites and indigenous peoples for the purpose of constructing a timeline, a map of the archaeological sites, and travel brochures that encourage travel to the sites.
- 1.2 Students interpret information in the target language from the Internet, books, pamphlets, and brochures on the archaeological sites.
- 1.3 Students present a summary of their research to the class. They also give an oral guided tour of the archaeological site they researched.
- 2.2 Students relate how the beliefs and customs of the indigenous peoples influenced the design of their cities.
- 3.1 Students learn more about the architecture and art of the indigenous people as well as their history, geography, clothing, games and religion.
- 3.2 Students read about and discuss the way of life of the indigenous peoples before the arrival of the Spaniards and analyze what can be known about their lifestyles and behaviors.
- 4.2 Students compare ancient languages to their own. They will contrast the design of some Mesoamerican cities to that of modern American cities. They compare ancient legends to their own stories and legends.
- 5.1 Students use the target language to research the topic in class and at home on their own.
- 5.2 Students show evidence of becoming lifelong learners by indicating a desire to travel to and explore the various archaeological sites.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: Travel Guides – Archaeological Sites of Mesoamerica

Context

After evaluating research materials, students plan and make oral presentations, guided tours of archaeological sites.

Performance Task/Event

After preparing a written summary of his/her research for other class members and for the teacher, each student presents an oral “guided tour” of his/her chosen archaeological site, answering impromptu questions for his “traveler” classmates and teacher.

National Goals

- | | |
|---------------|----------------------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of Other Cultures |
| <u>Goal 3</u> | Connect with other Disciplines and Acquire Information |
| <u>Goal 4</u> | Develop Insight into the Nature of Language and Culture |
| <u>Goal 5</u> | Participate in Multilingual Communities at Home and Around the World |

National Standards

- | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| <u>2.2</u> | Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. |
| <u>3.1</u> | Students reinforce and further their knowledge of other disciplines through the foreign language. |
| <u>3.2</u> | Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |
| <u>4.2</u> | Students demonstrate understanding of the concept of culture through comparisons of culture studied and their own. |
| <u>5.1</u> | Students use language both within and beyond the school setting. |
| <u>5.2</u> | Students show evidence of becoming lifelong learners by using the language for personal enjoyment and enrichment. |

Missouri Progress Indicators

Intermediate Learner Range Students should be able to:

- 1.1b Ask and answer a variety of questions, giving reasons for their answers.
- 1.1d Give possible solutions to a problem related to a personal need.
- 1.2a Understand selected written materials on topics of personal interest.
- 1.2d Comprehend the main idea and some supporting ideas of selected authentic materials.
- 1.3b Write and deliver a short presentation.
- 2.2b Identify major contributions and historical figures from the cultures studied that are significant in the world today.
- 3.1a Talk about topics from other school subjects such as geographical terms and concepts, scientific information, etc.
- 3.2a Read, watch, listen to, and talk about age and developmentally appropriate materials intended for native speakers of target language.
- 4.2c Hypothesize about the relationship between cultural perspectives and expressive products by analyzing selected products from the target culture and their own.
- 5.1c Participate in activities that benefit the school or community.
- 5.2a Read materials and/or use media from the target language for enjoyment or personal growth.
- 5.2d Plan real or imaginary travel.

Essential Skills/Knowledge

- Vocabulary – *place names to describe archaeological sites and geographical features, adjectives, travel vocabulary*
- Structures – *review and strengthen regular and irregular preterit and imperfect tenses*
- Culture – *cities of the indigenous civilizations of Mesoamerica and their modern archaeological sites, legends, and artifacts*

Instructional Strategies

- Learning conjugations paradigms– *logical/mathematical learner*
- Video viewing – *verbal/linguistic and visual learner*
- Reading and interpreting articles and legends – *intrapersonal learner*
- Group work conversation and problem solving – *interpersonal learner*
- Viewing indigenous songs and dances performed by the Ballet Folclórico – *rhythmic/musical learner*
- Constructing map and timeline for display – *kinesthetic and visual/spatial learner*
- Presentation of oral and written summaries – *verbal/linguistic learner*

Resources/ Technology

- Books, maps, posters, and drawings of Mesoamerica
- *Realia* from archaeological sites
- Internet connections with authentic sources
- Textbook lessons on the preterit and imperfect tenses, adjectives and agreement, and necessary vocabulary
- Videos
- Legends from indigenous groups
- Authentic articles about indigenous groups, archaeological sites, and tourism
- Local travel agency – information and brochures

Time Frame

2 - 3 weeks, 50-minute class periods meeting every day

Language

Spanish

Level

3

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: Travel Guides – Archaeological Sites of Mesoamerica

Preparation Assessments

- Exhibit pieces – *timeliness; pictorial maps; drawings of indigenous peoples and their dress; travel posters; travel advertisements; and travel brochures for the performance task and for the school display case*
- Closed Constructed Response – *vocabulary quizzes; video*
- Open-Ended Constructed Response – *preterit and imperfect verb quizzes; research journals with short summaries*

Final Assessment

- Context – *After evaluating research materials, students plan and present oral guided tours of archaeological sites.*
- Performance Task – *After preparing a written summary of his or her research for the class, each student presents an oral “guided tour” of his studied archaeological site, answering impromptu questions for his “traveler” classmates.*

Scoring Guide – Travel Guides – Archaeological Sites of Mesoamerica

1 = Low 5 = High

Research Journal

Uses a minimum of five sources from both library and Internet	1	2	3	4	5
Records sources of all researched information	1	2	3	4	5
Is annotated	1	2	3	4	5
Is logically organized	1	2	3	4	5
Includes a summary of most interesting and important details	1	2	3	4	5 _____

Exhibit Pieces

Timeline	1	2	3	4	5
Map	1	2	3	4	5
Pictures, illustrations	1	2	3	4	5
Mock pyramid sites	1	2	3	4	5
Posters/advertisements	1	2	3	4	5
Travel brochure	1	2	3	4	5
Overall visual appeal of pieces	1	2	3	4	5 _____

Work Habits

Uses class time wisely and productively	1	2	3	4	5
Carries fair share of load in group process	1	2	3	4	5
Cooperates with others to accomplish task	1	2	3	4	5
Turns in segments of project when due	1	2	3	4	5
Shows creativity and original effort	1	2	3	4	5 _____

Oral Guided Tour

Pronunciation and intonation	1	2	3	4	5
Correct usage of preterit and imperfect tense verbs	1	2	3	4	5
Adjective agreement	1	2	3	4	5
Comprehensibility	1	2	3	4	5
Knowledge of subject	1	2	3	4	5
Organization	1	2	3	4	5
Effort to make presentation engaging and interesting	1	2	3	4	5 _____

Comments _____

Jo Angela Surby/Marshfield High School/Marshfield, MO

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practice of Culture
- 3.2 Acquiring Information
- 4.1 Language Comparisons

The Way We Were

Students in a high school Spanish IV class are studying preterite/imperfect usage and applying it to their personal childhood experiences. The students will read in Spanish an actual children's "Big Book" sharing childhood experiences and memories. Students then do paired work utilizing photographs to initiate conversations about childhood memories. To reinforce preterite/imperfect usage, verb forms will be identified in an authentic article on a contemporary Hispanic (ex: article on Ricky Martin's childhood downloaded from the Internet). To motivate sharing among classmates, a "Cutest Baby Photo Contest" will be conducted. Students in turn will vote on the cutest baby and this will serve as a springboard for paired activities and oral discussion on childhood experiences. A "Show & Tell" exchange will take place where students will share a favorite object or memory and tell its importance in their life. A guided practice "Memorable Birthday" will initiate oral discussion highlighting their favorite childhood birthday and birthday celebrations in the Spanish-speaking world. Students will create a timeline highlighting 10 important milestone events in their life in chronological order. As a culminating activity, students will produce and present a children's book of their childhood to an elementary class and these presentations will be videotaped for the class peer evaluation.

Reflection:

- 1.1 Students engage in communication with classmates in pair activities and keypals in a Spanish-speaking country.
- 1.2 Students read and interpret authentic material on family life and collect information about their childhood.
- 1.3 Students write childhood storybooks and present these to an elementary classroom.
- 2.1 Students discover whether their common childhood experiences are similar to the Spanish-speaking world.
- 3.2 Students acquire information and recognize distinctive viewpoints about childhood experiences in the Spanish-speaking culture.
- 4.1 Students become aware there are both different and similar childhood traditions and experiences between the Spanish-speaking world and the United States.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: The Way We Were

Context

Students produce and present a children's book of their childhood.
Students describe childhood events in both writing and speaking.

Performance Task/Event

Students present a childhood storybook illustrating and describing a minimum of six significant events in their life. Students write in "storybook" narration format telling when, where, and why these events were significant in their lives. Students demonstrate TPR storytelling skills in their oral performances.

National Goals

- | | |
|---------------|---------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of Other Cultures |
| <u>Goal 3</u> | Connect with other Disciplines and Acquire Information |
| <u>Goal 4</u> | Develop Insight into the Nature of Language and Culture |

National Standards

- | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| <u>2.1</u> | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| <u>3.2</u> | Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |
| <u>4.1</u> | Students demonstrate understanding of the nature of language through comparisons of the language studied and their own. |

Missouri Progress Indicators

Pre-Advanced Learner Range Students should be able to:

- 1.1b Ask and answer a variety of questions about autobiographical information that require elaboration and substantiation of opinions.
- 1.1e Ask for clarification and be able to paraphrase autobiographical information to ensure understanding.
- 1.2a Understand written materials on a wide variety of childhood topics.
- 1.3a Present student-created works and authentic literature.
- 1.3d Create a story with substantive description and detail.
- 2.1c Identify how common beliefs, perspectives, and attitudes toward childhood affect behaviors within the cultures studied.
- 3.2a Use selected sources, both teacher-adapted and those intended for same-age speakers of target language.
- 4.1b Analyze elements of the target language, such as time and tense, and comparable linguistic elements in English and conjecture about how languages use forms to express time and tense relationships.

Essential Skills/Knowledge

- Vocabulary – *centered around childhood experiences and memories*
- Structures – *pattern correct usage of preterite/imperfect tenses*
- Culture – *ability to write, present, and exchange information centering around childhood and the family*

Instructional Strategies

- Identify preterite/imperfect verbs in contemporary authentic reading article (ex. Ricky Martin's childhood from a magazine, newspaper or internet).
- Cutest Baby Photo Contest (Students will bring in their baby picture and the class will vote on the cutest baby in the class to generate interest in this childhood learning scenario and serve as a springboard for oral discussion on childhood memories.)
- Show & Tell (Students will bring in a favorite childhood object/memory to share with the class and tell its importance in their life.)
- Communicative activity talking about a "fictitious family" (utilize 1001 Photographs) and ultimately about themselves and their personal childhood experiences.
- Personal timeline highlighting 10 important milestone events in their lives in chronological order utilizing the preterite/imperfect verb tenses (La Historia de Mi Vida). This will ultimately lead to students writing and illustrating a book about their life to be shared with the class and an elementary class.
- Pair-work conversation on photographs (both real and fictitious photos) illustrating childhood experiences in the past tenses. Students will discuss a memory or experience that could correlate with the photo.
- Guided practice – "Memorable Birthday" – Six to eight poster boards will be put up around the room with a specific year at the top of each poster. Students will go to different areas and write a sentence that states something that happened to them during that year. Oral discussion/questioning will follow to encourage students to compare their childhood experiences.
- Video presentation of childhood storybook
- E-mail exchange with keypals in Spanish-speaking world about their childhood experiences and memories.

Resources/ Technology

- Scholastic Big Books in Spanish to serve as models for learning and original storybook creations.
- Textbook vocabulary centered around “Mi Ninez.”
- Bare Books Inc., Treetop Publishing, P.O. Box 085567, Racine, WI 53408-5567. (Each student will receive a “bare book” to create their childhood story and then present it to an elementary classroom with a cassette reading of the story.)
- Internet e-mail exchange with keypals
- Resource photographs – 1001 Photographs
- Resource photos from Creative Communicative Activities for the Spanish Class, “Una Familia Intersante.”
- Storybook Weaver, Broderbund Company. (Students may utilize this computer generated program to create their storybooks. This program offers hundreds of graphics, backgrounds, characters, and a wealth of items to generate an original story.)
- Teacher-created handouts on guided practices, timeline, book creation, and scoring grids
- Personal home videos of family life in Mexico
- Language Learning Center (computer, cassette/CD player, video camera, scanner, digital camera)

Time Frame

Approximately 3-4 weeks of daily 50-minute lessons

Language

Spanish

Level

4

Storybook Scoring Guide

Categories	Awesome 10, 9	Excellent 8, 7	Acceptable 6, 5, 4	Needs Work 3, 2, 1
Format/Quality <ul style="list-style-type: none"> • Typed in ink or colorful script • Illustrated in color • Included at least 1 pop-up 	Professional appearance; quality print and illustrations; incorporated at least one pop-up in storybook	Quality appearance; neatly printed in ink or color; illustrations could be better; incorporated at least one pop-up in storybook	Draft copy appearance; written in ink, some messy areas, but generally legible; incorporated one pop-up page in story book	Rough draft appearance; written in pencil or pastel ink, sloppy, hard to read, contains cross-outs; no pop-up page utilized in storybook
Content <ul style="list-style-type: none"> • 10 sentences • Complete story with creative, autobiographical flair • Past tense utilized 	Story consists of more than 10 sentences; story is complete with a definite beginning and end; story is in the past tense.	Story consists of 8-10 sentences; story is complete; story is in the past tense	Story consists of 6-7 sentences; story is incomplete; tense of story is inconsistent	Story consists of 5 or fewer sentences; story is incomplete; tense of story is inconsistent
Grammatical Accuracy & Mechanics	Two or fewer errors in conjugation, agreement, spelling, punctuation, and use of accents	Three or four errors in conjugation, agreement, spelling, punctuation and use of accents	Five to six errors in conjugation, agreement, spelling, punctuation and use of accents	Numerous errors in conjugation, agreement, spelling, punctuation and use of accents
Preterite/Imperfect Usage	Meaning is very clear; no errors in imperfect/preterite usage	Meaning is clear; few errors in imperfect/preterite usage	Meaning is sometimes unclear; several errors in imperfect/preterite usage	Meaning is often unclear; many errors in imperfect/preterite usage
Vocabulary	Demonstrates outstanding use of extended vocabulary	Good use of extended vocabulary	Occasional misuse of vocabulary, but the story is still comprehensible	Frequent misuse of vocabulary and the story is often incomprehensible
Creativity & Effort	Autobiography is engaging, highly original and easy to understand; very creatively produced and exceeds expectations	Autobiography is somewhat original and interesting, but lacks "pizzazz"; expectations are met	Limited originality; some expectations are met; mediocre execution of storybook creation	No visible effort at creativity; expectations are not met; and very mundane presentation of life story
Oral Presentation to the class	Read with enthusiasm, expression and vivaciousness; practice in correct pronunciation and flowing of the language is evident; fluency is developing	Read with enthusiasm and expression, but needs to improve pronunciation and flow of the language; fluency is still "under construction"	Improvement needed in enthusiasm and expression and lots of further practice needed in pronunciation	Overall effort was minimal and an enormous amount of practice is needed for substantial improvement
Total Points Earned				

Timeline Scoring Guide

Criteria	5, 4	3	2, 1	Points
Language Structure	Uses verb tenses correctly; structure enhances communication; goes beyond minimum requirements	Communicates in spite of some problems with verb tenses; communications somewhat impacted by problems with structure	Frequent errors with verbs, past tenses; weak communication difficult to understand	
Vocabulary	Includes a wide variety of vocabulary	Includes a fair variety of vocabulary	Little knowledge of target vocabulary growth since previous level of study	
Effort and Preparation	Timeline is attractively illustrated and well-organized; writing is easily read; product shows effort and care; lots of evidence of preparation	Timeline is accurate, but not well-organized; communication is not particularly enhanced by illustrations; some preparations evident; could have been improved with more effort	Little evidence of preparation; presentation seems thrown together without much thought or organization; timeline is messy or incorrect	
Elements	Contains all the required elements: age categories, three preterite and three imperfect for each age bracket, year clearly documented, illustrations that make good use of materials and color and are creative and attractive	Contains nearly all the elements required, but could be more thorough, more creative and illustrated with more care	Incomplete - missing some of the elements; obviously a last-minute effort; graded down because of problems with neatness, completeness or lack of color	
Teacher Comments				Total Points Earned

Muestre Y Explique Scoring Guide

Points Earned	Excellent	Average	Needs Work	Teacher Comments
Childhood Object and Deadline	<p>Student brings an object to share with the class and is ready to “show & tell” on assigned date</p> <p>5</p>	<p>Student brings an object to share with the class but is not ready to “show & tell” on assigned date</p> <p>4, 3</p>	<p>Student does not bring an object to share with the class or uses a ‘last minute’ substitute such as a pencil</p> <p>2, 1, 0</p>	
10 Correct Sentences <ul style="list-style-type: none"> • Uses the preterite & imperfect tenses correctly • Uses vocabulary about childhood and a variety of word choices • Sentences are well-written and correct usage is evident 	<p>Student share 10 or more grammatically correct sentences about the object; Spanish is clear and easily understood by audience; practice and preparation is very evident</p> <p>15, 14</p>	<p>Student shares 7-9 sentences that use mostly correct grammar; Spanish needs polishing but the audience can still understand the general ideas being presented; practice and preparation is minimal</p> <p>13, 12, 11, 10, 9</p>	<p>Student share 0-9 sentences that contain a number of grammar errors; Spanish is difficult to understand and very little preparation is evident</p> <p>8, 6, 4, 2, 0</p>	
Memorization & Oral Presentation	<p>All sentences are said without the use of notes; it’s evident that the student has prepared well for the “show & tell” presentation; expression & enthusiasm is utilized with a Spanish flair</p> <p>10, 9</p>	<p>Majority of the sentences are memorized, but had to refer to notes several times; student could have been better prepared with practice and more expression</p> <p>8, 7, 6</p>	<p>Most sentences are simply read from notes or muffled their way through the presentation; very little attempt to memorize, practice and prepare the information - improvement needed</p> <p>5, 4, 3, 2, 1, 0</p>	
Total Points Earned				

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practice of Culture
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons

Weather

Students in a high school year one Japanese class begin their study of weather and its manifestation in the culture by watching a taped Japanese television weather forecast. Students discuss in pairs and groups the practices and visuals evident in a weather forecast in Japan. After learning basic geography (main islands, general areas, city names and locations), students read portions of the weather forecast in a Japanese newspaper. The teacher adds in *furigana* reading for the names of the cities written in *kanji*. Students then compare weather reports in the local newspaper with the Japanese newspaper and learn how to convert temperatures from Fahrenheit to Celsius and reverse. Taped and videotaped conversations are analyzed to demonstrate the role of weather commentary in a greeting, and the students compare culturally the need for weather commentary in Japanese-base and American-base culture. Students then practice appropriate conversation patterns. Students view video footage showing the role of *teru-teru-boozu* or *kaminari* gestures in children's perception of the weather. In class students create their own *teru-teru-boozu*. As a culminating activity, students prepare and present on video tape their own weather forecast including cultural as well as weather information.

Reflection:

- 1.1 Students discuss weather and geography and work in groups to prepare presentations.
- 1.2 Students read a newspaper weather report and watch a television forecast.
- 1.3 Students present a video weather report.
- 2.1 Students learn about importance of weather in conversation and cultural manifestations in washing conditions and children's creation of *teru-teru-boozu*.
- 3.2 Students use television and newspaper information to prepare their presentations.
- 4.2 Students compare the perceptions of weather in Japan and in the US.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: Weather

Context

Students acquire information, engage in conversation, and present information about weather in its geographical setting from the Japanese perspective. Students identify some common cultural beliefs and practices and compare them with their own culture as they relate to the topic of weather.

Performance Task/Event

Students will present a weather report on video format including weather descriptions of at least 4 cities. Students will include descriptors of the weather as well as temperature ranges. Students will demonstrate geographical and cultural awareness of weather phenomenon.

National Goals

- | | |
|---------------|---------------------------------------------------------|
| <u>Goal 1</u> | Communicate in Languages other than English |
| <u>Goal 2</u> | Gain Knowledge and Understanding of Other Cultures |
| <u>Goal 3</u> | Connect with other Disciplines and Acquire Information |
| <u>Goal 4</u> | Develop Insight into the Nature of Language and Culture |

National Standards

- | | |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <u>1.1</u> | Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. |
| <u>1.2</u> | Students understand and interpret spoken and written language on a variety of topics. |
| <u>1.3</u> | Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics. |
| <u>2.1</u> | Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied. |
| <u>3.2</u> | Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures. |
| <u>4.1</u> | Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. |

Missouri Progress Indicators

Novice Learner Range Students should be able to:

- 1.1a Carry on short conversation.
- 1.2c Understand spoken and written language that has strong visual support.
- 1.3d Tell a simple story.
- 2.1c Identify some common beliefs and attitudes within the cultures studied.
- 3.2a Read, watch, listen to, ask and answer questions about age and developmentally appropriate materials intended for native speakers of target language.
- 4.2b Compare simple patterns of behavior or interaction in various settings.

Essential Skills/Knowledge

- Vocabulary – *weather, geography related*
- Structures – *pattern sentences for simple descriptions of weather reporting*
- Culture – *teruteruboozu, kaminari gestures, inclusion of line drying of washing conditions in weather report*

Instructional Strategies

- Memory songs on geography and weather vocabulary – *rhythmic/musical learner*
- Creation of teruteruboozu, gestures – *kinesthetic learner*
- Read and interpret newspaper weather report – *intrapersonal learner*
- TPR vocabulary – *visual/spatial learner*
- Videotape of TV weather report – *visual/spatial learner*
- Conversions of Fahrenheit/Centigrade temperatures – *logical/mathematical learner*
- Pair-work/table-work conversation – *interpersonal learner*
- Language lab tapes of weather reports – *verbal/linguistic learner*
- Memory work – *verbal/linguistic learner*
- Video presentation – *verbal/linguistic learner*

Resources/ Technology

- JALEX Teaching Assistant video
- Textbook vocabulary on weather (Kimono Level 2)
- Language Learning Center (computer, cassette, video capabilities)
- Videotaped authentic television weather report
- Cultural Video Series – “Safe & Sound in Japan #3”
- “The Way of Life in Japan” video series – “The Family Life of a Salaryman”
- Japanese newspaper weather report
- Teacher-created handout on weather vocabulary
- Resource book – Moons, Months, and Seasons
- Math formula for Fahrenheit/Centigrade conversion

Time Frame

2 weeks of daily 90-minute lessons

Language

Japanese

Level

1

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: Weather

Preparation Assessments

- Selected response – *teacher-created vocabulary quiz on weather; geography matching quiz*
- Closed Constructed Response – *oral grammar structure on pattern sentences*
- Open-Ended Constructed Response – *reading comprehension quiz on newspaper weather forecast; comprehension quiz on video weather forecast checking for general area and cities*

Final Assessment

- Context – *Students present information about weather in its geographical and cultural context.*
- Performance Task – *Students present a weather report – Students need to include in their report at least 2 general regions of Japan and at least 1 city within each region; Students need to include details for each city such as general forecast, high and low temperature, chance of rain; Students need to create their weather map visual on posterboard; Students present report to class. Video is made of presentations; Students need to include cultural awareness in their presentation.*

Additional/ Extended Tasks – Benchmark/exit interviews

- Benchmark 4 role play includes weather questions – *You and the interviewer are going to talk about weather. Be sure to share descriptions and details about: what today's weather is, how the temperature is (hot/cold/warm/cool), what weather your region usually has. Find out about the weather in interviewer's country and information about it (try for 3 questions). Be sure to include questions that are different from the ones asked of you.*

Visual/Poster Scoring Guide

Name	Yes 3 points	No 0 points
Colorful		
Accurate Labeling		
Reflects Japanese Perspective		
Neat		

Presentation Rubric

Name:	Exceeds Expectations	4	3	2	1
Comprehensibility	Native	Easily understood	Understood	Difficult to understand	Incomprehensible
Accuracy	Perfect	Nearly all accurate: 2-3 errors	Mostly all accurate: 4-5 errors	Some accuracy: 6-7 errors	Little accuracy: 8 or more errors
Required Geography Elements	Complete national report	4 elements: 2 areas/2 cities	3 elements	2 elements	1 element
Required Weather Elements	Creative use of descriptors	General descriptor; supporting descriptor; chance of rain; high/low temperature	3 descriptors	2 descriptors	1 descriptor
Cultural Awareness	Native sensitivity	Credible reflection of culture	Somewhat reflects culture	Little connection to culture	No connection to culture evident
Presentation	TV newscaster	Lively; enthusiastic; good eye contact	General enthusiasm; some eye contact	Low energy; limited eye contact	Reads from card; no eye contact; monotonous

Foreign Language Framework for Curriculum Development

Learning Scenario

Targeted Standards

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.2 Products of Culture
- 3.1 Making Connections
- 3.2 Acquiring Information
- 4.2 Cultural Comparisons
- 5.1 School and Community

West African Poetry – Presenting Poetry and Expressing Opinions Through Integrated Arts

Students in French III and IV present a poetry unit on Western Africa which includes reading, discussing, writing, illustrating and performing poems. Initially, students learn west African “juju” dancing and the basic “tam-tam” beat which forms the background rhythm for the poetry they study. Students then read a variety of poems from the target culture and use a drum beat to maintain the rhythm during the oral reading. Next, students discuss the poetry analyzing all elements of the poetry from rhythm, vocabulary, the use of animals, myths, legends, symbols, and patterns, while exhibiting proper adjective agreement and placement. During this unit reflexive verbs are studied, and students employ these verbs correctly in their discussion. They create their own poems concerning the country, its products, symbols, or myths. Through interpersonal communication they peer edit their poems. Two projects which are important in the later performance event are creating an authentic mask and researching recipes which they prepare and serve to the audience for their discussion in the target language which follows the performance. For their final assessment, they perform a poem with the music, dance, and show the mask. In closing, they discuss their artistic interpretation of the poem for the audience while the audience eats the regional cuisine which has been prepared for the occasion. All instructions, conversation, and writing occur in the target language.

Reflection:

- 1.1 Students discuss West African poetry.
- 1.2 Students interpret a poem through their analysis of the work.
- 1.3 Students present a performance of their poem set to dance using traditional masks, and discuss it.
- 2.2 Students compare poems from Africa to those studied in their literature classes, and compare symbols found in both languages. They also compare animal myths and masks from both cultures.
- 3.1 Students analyze poetry as they do in English class; study geographical areas of Africa as they do in world geography courses; and study West African art as they do in art class.
- 3.2 Students follow a multicultural perspective from the African continent through their discussions.
- 4.2 Students demonstrate their understanding of cultural comparison through their discussions.
- 5.2 Students use the target language beyond the classroom by writing to African embassies for authentic cultural traditions and by performing for an audience.

Foreign Language Framework for Curriculum Development

Unit Planner

Theme: West African Poetry – Presenting Poetry and Expressing Opinions Through Integrated Arts

Context

Students acquire information, engage in conversation, and present cultural comprehension of West African Poetry through integrated arts such as poetry, dance, music, mask-making, and writing. Students acquire historical and geographical information as well as prepare and serve regional cuisine.

Performance Task/Event

Students present and discuss poetry about the target region of Western Africa. After the discussion, they write their own poems reflective of the target culture. They perform a selected published poem set to music using a drum and demonstrating regional dance steps. They create regional masks, and students discuss their presentation. Students demonstrate appropriate use of adjectives in agreement and placement and reflexive verbs. They show knowledge of the regional culture as seen in poetry, (enhanced by a variety of artistic expressions such as dance, art, and writing). They prepare and serve regional cuisine.

National Goals

- Goal 1 Communicate in Languages other than English
- Goal 2 Gain Knowledge and Understanding of Other Cultures
- Goal 3 Connect with other Disciplines and Acquire Information
- Goal 4 Develop Insight into the Nature of Language and Culture
- Goal 5 Participate in Multilingual Communities at Home and Around the World

National Standards

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret spoken and written language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- 3.1 Students reinforce and further their knowledge of other disciplines through the foreign language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of culture studied and their own.
- 5.1 Students use language both within and beyond the school setting.

Missouri Progress Indicators

Intermediate Learner Range Students should be able to:

- 1.1b Ask and answer a variety of questions, giving reasons for their answers.
- 1.1c State personal preferences and feelings with some explanation.
- 1.2a Understand selected written materials on topics of personal interest.
- 1.2d Comprehend the main idea and some supporting ideas of selected authentic materials.
- 1.3a Present student-centered and/or authentic short plays and skits.
- 1.3e Write short compositions and letters.
- 2.2a Compare objects and symbols, such as flags or currency, from other cultures to those found in their own culture.
- 3.1a Talk about topics from other school subjects such as geographical terms and concepts, scientific information, etc.
- 3.1c Present oral or simple written report in target language on topics being studied in other classes.
- 3.2a Read, watch, listen to, and talk about age and developmentally appropriate materials intended for native speakers of target language.
- 4.2a Hypothesize about the relationship between cultural perspectives and practices (e.g. holidays, celebrations, work habits) by analyzing selected practices from the target and native culture.
- 4.2c Hypothesize about the relationship between cultural perspectives and expressive products (e.g. visual and performing arts, both traditional and contemporary) by analyzing selected products from the target culture and their own.
- 5.1a Communicate orally or in writing with members of the target culture regarding topics of personal interest, community, or world concerns
- 5.2a Read materials and/or use media from the target language for enjoyment or personal growth.
- 5.2c Consult various sources in the language to obtain information on topics of personal interest.
- 5.2f Use various media from the language and culture for entertainment.

Essential Skills/Knowledge

- Vocabulary – *animals and myths in the regional poetry*
- Structures – *adjective agreement and placement; conjugation of verbs and use of reflexive verbs*
- Culture – *Western Africa traditional customs in poetry set to dance and art including mask-making, cuisine, geography, history, and products.*

Instructional Strategies

- Read and interpret selected poems from Western Africa – *interpersonal learner*
- Memory song for adjective agreement and placement – *rhythmic/musical learner*
- Poem set to dance – *rhythmic/musical learner*
- Animal naming game – *visual/spatial learner*
- Conjugation building on reflexive verbs – *logical/mathematical learner*
- Pair work/Table conversation practice – *interpersonal learner*
- Language Tapes of geographical description (brief tapes) – *verbal linguistic learner*
- Poem set to dance utilizing masks created by students to replicate authentic materials or use of authentic masks when available – *rhythmic/visual learner*

Resources/ Technology

- Authentic “juju” dancers presentation to students
- Textbook lesson on adjective agreement and placement and reflexive verbs
- Student letters to Western African embassies via internet research
- Western African mask-making and materials as taught by student mentors

Time Frame

Two weeks; Approximately ten 50-minute class periods

Language

French

Level

3,4

Foreign Language Framework for Curriculum Development

Performance Assessment

Theme: West African Poetry – Presenting Poetry and Expressing Opinions Through Integrated Arts

Preparation Assessments

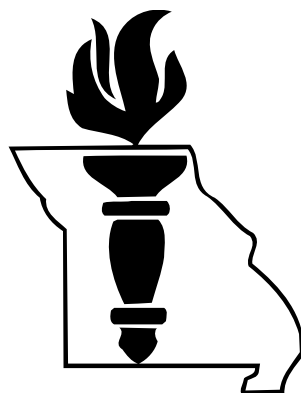
- Selected response – *teacher-created vocabulary quiz on animals in myths*
- Closed Constructed Response – *oral grammar structure quiz on pattern sentences*
- Open-Ended Constructed Response – *comprehension quiz for main idea on selected poems showing analysis*

Final Assessment

- Context – *Students discuss and present performance integrating poetry, movement by interpretive dance, music, analysis, and present student created products and cuisine.*
- Performance Task – *Students present poetry of Western Africa utilizing dance, musical instruments, masks, discussion, and cuisine. The presentation includes:*
 - attractive authentic or replicated cultural products
 - inclusion of adjective agreement and placement in the discussion
 - inclusion of reflexive verbs studied
 - cuisine researched and prepared by students

Presenting Poetry Scoring Guide

Criteria	4	3	2	1
Performance Task Event	Dynamic; smooth	Generally smooth	Little enthusiasm	Not enthused
Content of Presentation	All items included	Majority of items included	Some required elements present	Few elements included
Grammar of Presentation	Adjectives and verbs	Few adjective/verb errors	Several adjective/verb errors	Many adjective/verb errors
Presentation Pronunciation	Close to native speaker	Few errors	Errors causing confusion	Poor quality
Comprehensibility	Natural fluency	Fairly smooth delivery	Pauses intermittently	Often pauses causing lack of comprehension
Authentic Realia/ Replication of Products	Accurate depiction of regional products such as masks	Fairly representational	Marginal authenticity	Inaccurate depiction
Cuisine Preparation	Accurate	Fairly regional	Marginally representative	Not authentic
Cuisine Presentation	Highly effective	Generally effective	Sometimes effective	Not effective



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